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ABSTRACT

The third workshop on the preparation of materials for the newly-literate in Asia and the Pacific was designed to train participants in the development, production (including design and illustration), distribution, and utilization of neoliteracy materials focusing on the improvement of rural living and the role of women in rural areas. Workshop activities, which included discussion with technical advisers, exchange of experiences and views among participants, practical training, and study visits, centered around: (1) the development of effective formats; (2) the development of content; (3) the modification and adaptation of new drafts of neoliterate materials to be produced under the Asian/Pacific Joint Production Programme of Materials for Neo-Literates in Rural Areas (AJP); (4) selection of representative neoliterate materials from participants' countries for publication in a collection of model materials for the area; and (5) the exchange of information on the utilization of neoliterate materials in the participants' countries. Reports from the representatives from India, Indonesia, Malaysia, Nepal, Papua New Guinea, the Philippines, and Thailand describe national activities following the second regional workshop in adapting and producing materials. A separate report describes literacy and rural development activities in Japan, including the history and distribution of an agricultural education magazine. Appended materials include general information on the workshop, the agenda, a participant list, national follow-up activity plans prepared by workshop participants, and the texts of three addresses presented at the opening ceremony. (DJR)

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Development and Utilization of Neo-Literate Materials

Final Report

Third Regional Workshop on the Preparation of Literacy Follow-up Materials in Asia and the Pacific

Tokyo, Japan
26 November - 3 December 1985

IR012479

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Asian Cultural Centre for Unesco (ACCU)

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Acknowledgement

This report was produced by the Third Regional Workshop on the Preparation of Literacy Follow-up Materials in Asia and the Pacific organized by the Asian Cultural Centre for Unesco (ACCU), Tokyo in collaboration with the Unesco Regional Office for Education in Asia and the Pacific (ROEAP), with the cooperation of the Japanese National Commission for Unesco, Tokyo from November 26 to December 3, 1985.

This report consists of Proceedings, three chapters – I. Modification and Development of Neo-Literates Materials by Participants, II. Utilization of Neo-literates Materials in National Literacy Programmes and III. Distribution and Utilization of Reading Materials in Rural Areas of Japan – and appendices.

Special thanks to the active involvement of the participants, sincere and kind guidance of the able resource persons and advisors from Unesco ROEAP, the workshop brought a great success.

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Ministry of Education, Science and Culture of Japan

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Educational Adviser, Unesco Regional Office for
Education in Asia and the Pacific (ROEAP)

PROCEEDINGS

I. Introduction

1. Introduction of the Workshop

The Third Regional Workshop on the Preparation of Literacy Follow-up Materials in Asia and Pacific was held in Tokyo, Japan from November 26 to December 3, 1985. The wokshop was organized by the Asian Cultural Centre for Unesco (ACCU) in collaboration with Unesco Regional Office for Education in Asia and the Pacific (ROEAP) with the cooperation of the Japanese National Commission for Unesco.

2. Objective of the Workshop

The objective of the workshop was to provide training experiences to participants from Asia and Pacific Region concerning:

1. Development of neo-literacy materials;
2. Production of neo-literacy materials including design and illustration; and
3. Distribution and utilization of neo-literacy materials.

3. Workshop Activities

To achieve the above objective, the workshop conducted the following activities:

1) Development of effective formats of neo-literate materials: theory and practice

   a. Discussion with technical advisors on the production of posters, booklets, games and other types of neo-literacy materials.
   b. Exchange of experiences and views on material production in the respective countries of the participants
   c. Practical training on designing and layout of neo-literate materials

2) Development of the contents of neo-literate materials which could contribute to the improvement of rural living, focusing especially on the role of women in rural areas

   a. Discussion with the technical advisors in the field of rural living improvement
   b. Study visits (agricultural cooperatives, a publishing house of magazines/books for rural areas, Rural Life Research Institute, etc.)
   c. Practical training on the selection of themes and content areas

3) Modification and adaptation of new drafts of neo-literate materials to be produced under the Asian/Pacific Joint Production Programme of Materials for Neo-literates in Rural Areas (AJP)

4) Selection of representative neo-literate materials from participating countries. (The selected materials will be included in a book tentatively entitled "Collection of Model Materials for Neo-Literates in Asia and the Pacific")

5) Exchange of information on the utilization of neo-literate materials in participating countries.

4. Participation

1) Participants: The workshop was attended by 18 participants from the following countries: Bangladesh, China, India, Indonesia, Malaysia, Maldives, Nepal, Papua New Guinea, Philippines, Viet Nam and Thailand.

2) Resource persons: Resource persons of the workshop were: Mr. Satyen Maitra (India), Mrs. J.A. Doko Sudale (Indonesia), Mr. Yusoff Ramili (Malaysia), Mr. Dil Bahadur Shrestha (Nepal), Mr. Kove Waiko (Papua New Guinea), Mrs. Rufina P. Tan (Philippines), and Dr. Sawat Tichuen (Thailand)

Opening of the Third Regional Workshop

5. Officers of the Workshop

The officers of the workshop were the following:

Chairman – Mr. Satyen Maitra (India)
Vice Chairman – Mr. Dil Bahadur Shrestha (Nepal)
Rapporteur – Mrs. Rufina P. Tan (Philippines)

Mr. T. M. Sakya, Education Advisor of Unesco (ROEAP) was advisor of the workshop. Mr. Taichi Sasaoka, Executive Director of ACCU was secretary of the workshop. The secretariat was consisted of Mr. Tetsuhiko Yasui, Mr. Shinji Tajima and Ms. Chizu Natori of ACCU.

6. Opening Session

The workshop was opened with a simple ceremony at the Meeting Room of the Japan Publishers Association Building, Tokyo, Japan, at 10:00 a.m., November 26, 1985.

Mr. Toshiyuki Hattori, Acting President of ACCU gave the opening address. (Appendix I) Mr. Nobuo Nishizaki, Deputy Director-General, Minister's Secretariat (Science and International Affairs Bureau) Ministry of Education, Science and Culture of Japan welcomed the participants (Appendix II). The Educational Advisor of ROEAP, Mr. T. M. Sakya, delivered an address on behalf of UNESCO (Appendix III).

7. Briefing Session

Mr. Sasaoka, briefed the participants on the documents of the workshop, elucidating further on documents pertaining to the introduction of the AJP materials and the neo-literacy materials produced to date under said programme. He emphasized the main purpose of the ACCU which is to contribute to the development of the countries in Asia and the Pacific region through the promotion of book development, culture, literacy and mutual understanding among these countries in the line with the principles of Unesco.

He explaine above 4 joint programmes of ACCU to help produce concrete materials among Unesco member states in the region, one of which is the Asian/Pacific Joint Production Programme of Materials for Neo-Literates (AJP).

He explained the activities of the Asian/Pacific joint programmes, starting with the planning meetings in 1981 and the regional workshops on the preparation of literacy follow-up materials in 1983. To date, he said, 40 kinds of materials have been planned, 22 of which have been printed as prototype materials with the co-operation of member states and ROEAP.

Mr. Sakya explained the objective of the series of Regional Workshops which started in 1983 and its importance to train large number of persons who could develop and utilize neo-literate materials in the countries of the Asia and the Pacific Region. He also observed that the ultimate objective is to provide suitable and interesting learning materials to the neo-literates in the rural areas in the member countries. This could be achieved if we organise national and sub-national workshops and produce locally relevant materials and adapt AJP material to local situations. He hoped that the "Guidebook for Development and Production of Materials for Neo-literates" which was developed by ACCU and ROEAP based on the experiences of earlier regional workshops would be very useful. He suggested that we should start using the guidebook right from this workshop.

II. Presentation and Discussion of the Reports on the National Follow-up Activities of the First and Second Regional Workshops

In the afternoon of November 26, the reports on the national follow-up activities conducted by participating countries were presented and they were followed by discussion. The resource persons from India, Indonesia, Malaysia, Nepal, Papua New Guinea, Philippines and Thailand presented the reports.

1. Types of Follow-up Programs

According to the reports and discussions the countries carried out two types of follow-up programs:

a. Organization of workshop to adapt and/or adopt the AJP materials and to provide the participants experiences in the development of neo-literate materials
Malaysia, Papua New Guinea and the Philippines followed this type of program.

b. Adaptation and adoption of AJP materials
India, Indonesia, Nepal and Thailand followed this type of program

2. Summary of the Reports

A brief summary of the reports is given in a following table.

Literacy Materials Adapted, Modified and Newly Developed in the Follow-up Activities by Participating Countries (1984–1985)

Name of Country	TYPES & LITERACY MATERIAL		
	Printed Book	Printed Non-Book	Game/Others
India	Gas from Daily Wastes (2,500 copies)	Filtration (Poster) (2,500 copies) River and Us (2,500 copies)	
Indonesia	The Life of Water Chicken Raising	Tree Planting Sanitation	Building Up a Happy Community
Malaysia	Life of Water (500 copies) Baby's Food (500 copies) Bamboo Handicraft (500 copies) Prawn Cracker* (500 copies) Use of Home Compound* (500 copies)	Everyone's Water (500 copies) Home Gardening (500 copies) Sanitation (500 copies) Filtration (500 copies) Balanced Diet* (500 copies)	Building Up a Happy Community (500 copies)
Nepal	Life of Water (1,000) Methane Gas (1,000)	Everyone's Water (900) Filtration (1,000)	Building Up a Happy Community (1,000)
Papua New Guinea	Better Income for Rural Life Baby's Food Some Thoughts for Women of the Villages*	Everyone's Water	
Philippines	Mothers Milk is Best for Babies* Water is Life (Comics)*		Proverb Card Game
Thailand		Water Filter Pot for the Villagers (5,000)	

* Newly developed neo-literacy materials

The resource persons reported that the assistance given by ACCU helped a lot in the successful follow-up activities of these countries. These follow-up materials were very useful in promoting further literacy in the countries.

According to the reports lack of printing facilities, poor transportation and communication, shortage of funds, difficulty in getting the feedbacks mainly, and lack of evaluation instruments/system and inadequate support from some governments were the main problems encountered in the follow-up activities.

III. Modification/Adaptation of the Drafts of the New Materials Produced in the Second Regional Workshop

On 27 November 1985, the ACCU staff presented four edited neo-literate materials developed during Second Regional Workshop (1984) and four newly developed materials by ACCU.

The participants were divided into two groups to examine and improve the materials.

Group A examined following materials:

1. Making Compost (a flip chart made of cloth)*
2. Let's Form a Cooperative (a radio programme)*
3. Sanitation Game (paper-block construction)
4. Use of Appropriate Technology (Jigsaw puzzle)

* Developed by the participants of the 1984 Second Regional Workshop

Group B examined following materials:

1. A Rich Life with Agricultural Cooperative (booklet)
2. Let's Safely Use Electricity/Let's be Careful Around Electrizing Outdoors (serial poster)
3. Useful & Simple Knowledge for Everyday Living

(folder)

4. Let's Wipe Out Intestinal Parasites (poster)

Both the groups suggested for the improvement of the draft materials. The workshop also recommended to print the materials under AJP programme with modifications suggested by the groups (The Group Reports are gives in Annex .....)

IV. Lectures/Discussions

Two lectures, followed by discussions were conducted to provide the participants the necessary background in designing and layout of neo-literates materials.

1. Dr. Satoshi Kako, Director of the Educational Research Centre gave a vey interesting lecture on the topic "Development of Effective Format of Neo-Literates Materials" Chapter 1). He showed the participants ingenuous formats and ways of arousing the interest and attention of the learners with the use of very simple, low cost materials. A children's book designer, writer and scientist he stressed that what is important is to find out the interests of the learners.

2. Mr. Takeshi Okubo, Researcher of the Rural Planning Committee, gave a lecture on the topic "Rural Development and Literacy (Chapter III). He traced the rural development program of Japan prior to World War II up to the present. He stressed the importance of the role of literacy in rural development.

   Both lectures were followed by lively discussions. The participants raised questions/issues based on their experiences and perceptions of the topics to the satisfaction of all.

V. Study Visits

1. The participants visited the IE-NO-NIKARI Publishing House to familiarize themselves with the contents of the neo-literate materials designed to improve rural life. There Mr. Yoshiyuki Shimachi, Manager, Editorial Bureau of the IE-NO-HIKARI Association, acquainted the participants with the history, the development and the distribution method of the IE-NO-HIKARI magazine in the rural areas. (Chaputer III).

2. The participants visited the Mishima Agricultural Cooperative in the Shizuoka Prefecture on November 30. Mr. Suzuki, the Director explained to the group how the farmers suffered from low income before the world war. So they decided to organize themselves into small groups to help each other. These small groups later marged to form the present Mishima Agricultural Cooperative. It has now a membership of 60,270 in eleven branches. It engages in varied activities not only in farming but also in the processing of farm products, sale of fertilizers, chemicals, etc., credit giving and insurance all intended to improve the economic conditions of the farmer members.

   Women play an important role in the cooperatives. Mrs. Kato, the Chief of the Women's Group, said that there are 10,000 women members in the Shizuoka Prefecture Mishima Cooperative. The women members however are declining in number because of urbanization. Many of them lock for jobs in the cities. Only about 40% of the women members are engaged in actual farming. The main problems of the cooperatives is high taxes.

   A tour of the vegetable processing area, the display centers and the green houses completed the visit.

VI. Literacy Material Development

On the afternoon of November 28, the participants of the workshop went through the exercise of the first step of literacy materials development – the selection of theme and the suitable format. During the sessions, "the Guidebook for Development and Production of Materials for Neo-Literates was used as working documents. The workshop selected following fire themes for developing prototype materials:

1. Health
2. Environment and Science/Technology
3. Production
4. Social and Economic Aspects
5. Culture

The participants went through the second exercise of selecting the themes and the suitable formats. They chose the first three of the five areas identified, according to their priorities in the region. The areas and forrmats selected are as follows.

	Areas	Format
1.	Health	Booklet
2.	Environment and Science/Technology	Poster
3.	Production	Game

The participants were then grouped into three according to the three areas selected. They elected their officers. By late afternoon the groups started working on the development of neo-literacy materials.

On Monday morning, December 2, the oarticipants gave the finishing touches to the materials and presented from in the workshop.

Comments and suggestions were given by the participants after the presentation. Noteworthy of the comments/suggestions were the following:

Group A

Booklet: Proper Selection of Food; illustrated (comics style) 20 pages.
The booklet tells the story of a woman who could not join her friends in going to a village festival because she was sick. After the festival her friends dropped at her house and related to her what they learned about the proper selection of food for nutritious, delicious and en-expensive meals.

Suggestions made by the participants to improve the matters are as follows:

1. Provide a stronger motivation for the message – proper selection of food for better nutrition. A fiesta which is not common to all Asian countries is a weak motivation for women to have to prepare nourishing food.

2. There are already two ACCU materials on nutrition. It was suggested that another type of material may be used more effectively.

Group B

Poster: A Clean Home is a Happy Home

The poster shows a clean, and well planned house surrounded by plants. Surrounding the house are six circles showing in greater details the different parts of the house highlighting its cleanliness and orderliness.

Suggestions made by the participants to improve the materials are as follows:

1. Modifications, like a chimney for the house and clothes drying in a line at the side of the house, can make the poster a prototype material for all the Asian/Pacific countries.

Group C

Games: Group C produced three materials.
1. Production Wheel – How to Start a Bamboo Home Industry
2. Problem – Solution Cards – Farm Production Problem and Answers
3. Picture Story Telling – How to Build a Pit Latrine

1. The Production Wheel is a rotating circle on which are written and illustrated the steps in starting a bamboo craft home industry. It is accompanied by cards in which the steps in starting the industry are explained. The player rotates the wheel and reads the corresponding card where the arrow points to in the wheel.

2. The Problem-Solution Card game consists of a set of problem about farm production, written in cards (problem cards) and another set providing the solutions to the problem, (solution cards). The player who gets the problem card looks for the right answer from among the solution cards.

3. The Picture Story Telling materials consists of 17 colored pictures (10 x 12 inches) showing the steps in building a pit latrine. The pictures are placed in small stage-like structure. The pictures are presented to the audience one by one with the accompanying narration.

Suggestions made by the participants to improve the materials are as follows:

Production Wheel –
1. Change the subject of the sentences in the cards to the first person to get the reader involved without being told to do so.

2. Provide for more cards to read so that each player reads a new card that has not been read by the other players ahead of him.

3. Provide ways for the proper sequencing of the steps in bamboo craft industry to get the message across.

Problem-Solution Card Game
1. Use bigger, printed letters
2. Use illustrations in the problem cards
3. Follow-up the activity to find out how much the learner has understood

Picture-Story Telling
1. Translate the Nepalese words to English.

(The Group Reports are given in Chapter I)

VII. The Follow-up Activity

The planning for the follow-up activity of the 3rd workshop took place at the conference hall of Hotel de Yama in Hakone on the morning of 1st December 1985. The outline for the preparation of the national follow-up activity was explained. Two types of projects were suggested for follow-up activities, which are:

1. Organization of a national workshop on the preparation of literacy follow-up materials, where the AJP materials including the "Guidebook for the Development and Production of Materials for Neo-

literates" are used as part of the working documents.

2. Mass production of AJP materials so far developed, for local use either with translation/modification or as they are.

The time table of the follow-up activity is as follows:

1. Notification of approval of the plan – End of January 1985

2. Completion of the selected project – End of July 1986

3. Submission of the reports to ACCU – End of August 1986

A maximum assistance of $1,000 (U.S.) would be given per project, per country. Upon request, positive films of illustrations for printing would be lent free to countries that would mass produce the AJP materials.

The follow-up activity plans were submitted by the participants, noon of December 3, 1985 (Annex 4).

VIII. Introduction of an ACCU plan to compile a volume of "Collection of Model Materials for Now-Literates in Asia and the Pacific"

A great quantity of literacy materials have been produced by the Unesco Member States in Asia and the Pacific, is a variety of contents and formats. But these materials have not been exchanged or shared among them. ACCU, which has been promoting, jointly with the member states of the region, the program of production of literacy materials for neo-literates in rural areas, plans to collect and select from these materials and to publish them in a volume "Collection of Model Material for Neo-Literates in Asia and the Pacific." The volume will be accompanied by the "Guidebook" to constitute a set. This "Collection" is intended as a reference by producers who are engaged in the production of materials for neo-literates in the respective countries.

The participants were requested to set to ACCU immediately the literacy materials produced by their countries for inclusion in the collection.

IX. Closing Activities of the Workshop

Several activities marked the closing day of the workshop. Mr. T. Sasaoka informed and explained about two new activities of ACCU. They are:

1. The International Mobile Team of Experts

   a. The organization of this team is in response to a recommendation made by the 2nd Regional Workshop. The team of experts in literacy materials development will give assistance to the member countries undertaking material development workshop, upon request of the country, ACCU is now ready to send the first mobile team assistance to Nepal, the first recipient.

   b. Another response of ACCU to a recommendation by the 1st workshop is the awarding of prize to excellent work for fully illustrated literacy, follow-up materials. The details of the contest are still being finalized. These details of the content will be announced in August 1986.

Other activities during the closing session of workshop were as follows:

2. The participants unanimously passed recommendation and observation for the development of neo literate nationals in Asia and the Pacific (Full details given in Annex 1).

3. The draft report of the workshop was distributed, deliberated upon and adopted.

4. A slide kit, "Water in Everyday Life" which was produced under AJP programme was shown. A copy of the slide kit was given to each country, free, compliments of ACCU.

The closing ceremony consists of short speeches by the participants, officers of the workshop and by the Executive Director of ACCU, Mr. Sasaoka.

It was a unanimous feeling that ACCU has done a lot to help bring up the literacy rate in the region and eventually contributing to the better living conditions of its people.

XII. Recommendations and Observations

The Third Regional Workshop organized by the Asian Cultural Centre for Unesco with the assistance of Unesco Regional Office for Education in Asia and the Pacific on the preparation of literacy follow-up materials in Asia and the Pacific, held in Tokyo, Japan from November 26 to December 3, 1985 notes with alarm that over 75% percent of the illiterates of the world live in this area and in that context the following recommendations and observations were mode:

1. In view of the magnitude of the problem, unless substantial and concerted effort are made by all the Member States in the region and the international

organizations like Unesco, UNICEF, and other agencies concerned, this problem will assume even more fearsome dimension and will defy any solution.

2. It affirms that development cannot take place and the quality of life cannot improve without education and literacy which can help in the formation of relevant and scientific knowledge and in the development of skills to solve some of the problems which beset the life of the rural neo-literates. It states that for literacy to play this crucial role, vast and varied quantities of learning materials for neo-literates are essential. Production of these materials calls for specialized knowledge and technique which need to be developed by the concerned countries.

3. It expresses its deep appreciation of the Asian Cultural Centre for Unesco and the Unesco Regional Office for Education in Asia and the Pacific for their significant contributions in the preparation of literacy follow-up materials in this region through organization of regional workshops and other programme for the development and production of such materials.
   It expresses its special support to the ACCU Prizes for Fully Illustrated Literacy Follow-up Materials realized in response to the recommendation by the First Regional Workshop and to the editing of "Collection of Model Materials for Neo-Literates in Asia and the Pacific" started in response to the recommendation by the Second Regional Workshop, and it agrees to fully co-operate to the successful achievement of these schemes.

4. It expresses very strongly the view that ACCU's effort in this direction be strengthened through substantial assistance from Unesco, UNICEF and other international organizations, the concerned Governments and other agencies, so that ACCU can not only continue and expand its present programmes but can also undertake new activities and implement schemes to promote the development of the target group.

5. It affirms that ACCU's technical and financial assistance to the national follow-up activities by the participating countries of the Second Regional Workshop (organization of national workshops and production of the local language editions of AJP materials) is very helpful and effective. It expresses its strong hope to ACCU the continuation and reinforcement of this type of assistance to the participating countries.

6. It holds the view that in the future ACCU/ROEAP should hold their regional workshops in the countries where there is a large concentration of illiteracy to enable the participants to get a close and objective view of the actual living condition in which the target group lives. This will help in the creation of more problem-centred and solution-oriented materials.

7. It is of the opinion that there is a lot of unresearched areas in the field of adult education and ACCU should earmark a part of its funds for action reserach to produce more relevant and need-based materials.

8. It fully endorses the launching from 1986 of ACCU plan of sending the International Mobile Team of Experts on the Development of Materials for Neo-Literates to assist organization of national workshops to provide training experiences to number of literacy material production personnel in respective countries.

9. It agrees that every country in the region should give priority to the neo-literate material production programme by allocating more funds and by the integrated effort of concerned ministries, governmental and non-governmental organizations and other agencies.

CHAPTER 1

MODIFICATION AND DEVELOPMENT OF NEO-LITERATE MATERIALS BY PARTICIPANTS

(1) Modification of Draft AJP Materials by 2 Groups

(2) Planning and Development of New Draft by 3 Groups

1. Printed book materials (Group A)
2. Printed non-book materials (Group B)
3. Games and others (Group C)

CHAPTER I Modification and Development of Neo-Literate Materials of Participants

(1) Group reports on modification and adaptation of drafts of neo-literate materials to be produced under AJP

List of New Draft Materials for Neo-Literates to be modified and adapted for the production under AJP Programme

I. Drafts planned by 1984 Second Workshop

1. A Rich Life with Agricultural Cooperatives (booklet)
2. Making Compost (flip chart made by cloth)
3. Let's Safely Use Electricity/Let's Be Careful Around Electrizing Outdoors (serial poster)
4. Let's Form a Cooperative

II. Drafts newly planned by ACCU

1. Useful & Simple Knowledge for Everyday Living (folder)
2. Let's Wipe Out Intestional Parasites (poster)
3. Sanitation game (paper-block construction)
4. Use of Appropriate Technology in the Village (jigsaw pazzle) – idea

Group A

Group members

1. Dr. Sawawat Tichuen (Thailand) – chairman
2. Mr. Habibur Rahman (Bangladesh) – repporteur
3. Dr. Ramabahen Desai (India)
4. Mr. Hamzah Nur (Indonesia)
5. Mr. Mohd. Ashaari bin Ahmad (Malaysia)
6. Mr. Hussain Mohamed (Maldives)
7. Mr. Mukesh Malla (Nepal)
8. Mr. Simon Savaiko (Papua New Guinea)
9. Mrs. Rufina Tan (Philippines)
10. Mr. T.M. Sakya (Unesco)
11. Mr. Tetsuhiko Yasui (ACCU)
12. Ms. Chizu Natori (ACCU)

Drafts modified and adapted

1. Making Compost (flip chart made by cloth)
2. Let's Form a Cooperative (radio programme)
3. Sanitation game (paper-block construction)
4. Use of Appropriate Technology in the Village (jigsaw pazzle)

1. Comments on "Making Compost"

(1) Page 1.
1. Composit pit should be visualized by digging the compost by a man.
2. On the left hand a good harvest field and a man is standing nearby.

(2) Page 3. Mr. 'B' should not be so much healthy.

Let him sit in worry with the hand on his head.

(3) Page 4. 'A' and 'B' will be just near, and 'A' should pay attention to 'B' to make dialogue.

The position of the hand of 'B' must be changed. It looks like that 'B' is going to beat 'A'.

'A' is spreading fertilizer not in the field but only on the earth. It is to be modified.

(4) Page 5. 'B' should be in the front with 'A' should give guidance with his hand on the shoulder of 'B'. It will be lively.

(5) Page 6. Man is digging the pit but it looks like that he is cutting the tree, so, that tree must be in the left hand.

Title should changed like this

"First choose a place where the compost pit can be dug,"

– In the written script – dig a hole is not proper word. It must be dig a pit.

– Compost filled pit should be covered by earth, in the level of land. It should not be open. Picture should be modified.

(6) Page 7. – Compost pit should be in the level of the earth.

– Water is not to be poured but there should be channel

– Fertilizer should be in powder form, not in straw form.

(7) Page 8. – 'B' is spreading fertilizer in straw form, it must be in powder form.

(8) Page 9. – We have to add more page that is last coverpage.

– Picture should contain.

The matter of the picture on coverpage is like this,

The message – We also make compost pit with summary

2. Comments on "Let's Form a Cooperative"

The script was studied in depth by a sub committee of the group consisting of Mr. Yasui (ACCU), Mrs. Tan (Philippines) and Mr. Hussain (Maldives).

The group observed the script attempts to get two messages rather than one.
- Scenes begin and end too abruptly.
- Some scenes a bit artificial, not natural enough
- Continuity lost in some places, and even flow hindered

Still the group agreed that with some modification the script might be useful as a sample. The following changes to the script are suggested.

1. Begin with an appropriate theme music
2. Have the programme introduced by a narrator
3. page 1 scene 1 beginning: Have village atmosphere and expand greeting and end scene with a pointer (I'm going off to. . .) and FADE.
4. page 1 second scene: Same changes as scene 1, and extend scene with wife after middleman leaves.
5. page 2 third scene: Have bridge music first, & greetings expand a little.
   Say at the end "going to the headman. . ." to indicate what's to happen
6. page 4: Have bridge music before scene begins Start scene with headman introducing the official.

3. Comments on "Sanitation game"

While making comments and addition to the topic Making Compost –, the Chairman Mr. Sawat decided to divide the groups. Three to four participants in group B were given topics to make comments and additions.

Mr. Yusoff from Malaysia, Mr. Hamzah Indonesia and I (Simon Savaiko) Papua New Guinea have been given the topic sanitation game to make comments. Due to time limitation we did not complete at ACCU but met again in the hotel Tokyo Garden Palace next morning on the 28th Nov. Thursday.

After talking for 1 hour we have made this suggestions and comments. This suggestions and comments may not be suitable for some participants from other countries.

Target: (1) The game is for the middle level leaners.

Content: The message is suitable for the people in the rural areas and also can be a reading lesson besides understanding the message in relation to their everyday needs/problems

This game can also create awareness to certain problems that may be existed around them.

Format: The game is suitable for adults but depending on the backgrounds of participants from different countries.

Methods of utilization: Game can be played in groups (or individually).

1. Mix the cubes and the learners arrange the cubes to form a complete picture and message by putting or building them together.

2. The learners read the message and discuss in groups.

3. The facilitators then finish the game by asking the learners what they have learnt from the game.

4. Discussing focussing to the message in the game.

Note: Special skill is needed for the facilitator to prepare the paper blocks.

4. Concerning the idea of "Use of Appropriate Technology in the Village" (jigsaw pazzle), the members of the subgroup developed a village scene with some appropriate technologies based on the idea.

Group B

Group members

1. Mr. Kove Waiko (Papua New Guinea)
2. Mrs. Gloria Barrientos (Philippines)
3. Mr. Jiang Yuan (China)
4. Mr. Satyen Maitra (India)
5. Mrs. Doko Sudale (Indonesia)
6. Mr. Mohd. Ashaari Ahmad (Malaysia)
7. Mr. Dil Bahadur Shrestha (Nepal)
8. Mr. Rong Thongdadas (Thailand)
9. Mr. Vu Ngoc Binh (Viet Nam)
10. Mr. Nestor Lemana (UNICEF Manila)
11. Mr. Taichi Sasaoka (ACCU)
12. Mr. Shinji Tajima (ACCU)

Drafts modified and adapted

1. A Rich Life with Agricultural Cooperatives (booklet)

2. Let's Safely Use Electricity/Let's Be Careful Around Electrizing Outdoors (serial poster)

3. Useful and Simple Knowledge for Everyday Living (folder)

4. Let's Wipe Out Intestinal Parasites (poster)

Comments on draft AJP materials

Following the list of materials prepared by the Secretariat, Group B started doing their task immediately. Since the time allotted for group work was very limited, it was suggested that only general observations on content, format and presentation would be given.

On the booklet "A Rich Life With Agricultural Cooperatives," the group came up with the following observations:

1. The sequence of ideas and illustrations is confusing. Presentation is complicated.

2. Some illustrations are vague.

3. Some terms/expressions are not suited to the vocabulary and experience of neo-literates.

4. The idea given by the title is too ambitious.

In view of the observations mentioned, the group paid attention to the objectives of the booklet which are:

1. To encourage village people to set-up cooperatives

2. To inform village people about the steps in setting-up cooperatives

After some serious deliberation on the objectives and the general observations of the booklet, the following suggestions were raised:

1. Content should be categorized properly for the benefit of different types of target clientele.

2. There should be balance between problems and solutions presented.

3. The booklet should be split into two in order to separate the motivation from the steps in setting-up cooperatives.

4. The difficult words be toned down.

In short, the suggestions were to retain the booklet with certain modifications: logical sequencing of ideas, improving the title, toning down words/expressions, and clearer illustrations, and to split the booklet into two separate booklets. The group agreed on the first suggestion.

As regards the two posters on electricity, observations made were as follows:

1. On electricity indoors, the situation illustrated does not exist in some rural villages in the region.

2. There are too many things to pay attention to which can confuse the learner.

3. On electricity outdoors, the situation may not exist in some rural villages yet but it will sooner or later do.

4. Something is wrong with the title of the second poster. There is no such word as electrizing.

The suggestions given include the following:

1. Make separate posters for urban, semi-urban and rural target clientele.

2. Instead of posters, flip charts should be made to avoid confusion.

3. Flash cards can take place the posters. With flash cards, situations that are irrelevant and unrealistic in certain rural villages can easily be taken out.

4. Retain the posters but present the situations in blocks to avoid confusion.

5. The risks/dangers of electricity should be stressed in the titles of the two posters.

6. Retain the title of the first poster but add the word indoors. Message must be positive.

The group agreed to:

1. Change the format from poster to flash cards

2. Retain the title "Let Us Safety Use Electricity" and change the title "Let's Be Careful Around Electrizing Outdoors" to "The Danger of Electricity". The illustrations will take care of differentiating indoors and outdoors situations.

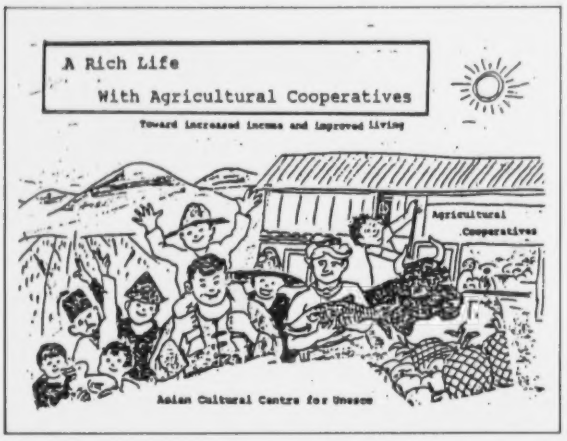
To save time, the group formed two sub-groups to work on the two other materials: "Useful and Simple Knowledge for Everyday Living" (folder) and "Let's Wipe Out Intestinal Parasites" (poster). The plan was for each sub-group to meet and discuss overtime on said materials and to convene again as a big group for finalization of suggestions on materials assigned them.

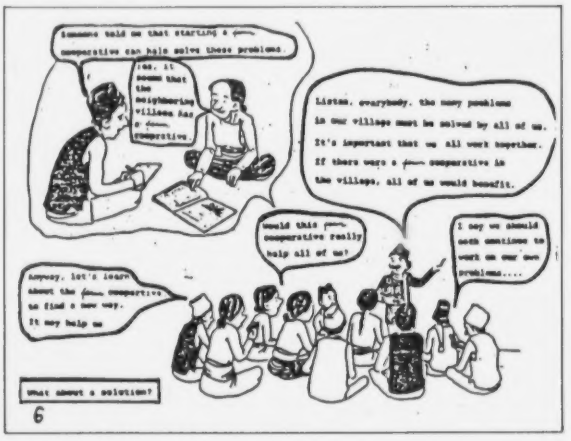
The first sub-group found the material on useful and simple knowledge for everyday living very attractive and useful. The format is very good. However, some of the problems and solutions presented therein are not relevant to actual rural situations. In this connection, it was suggested that certain modifications will have to be done to the material to suit its content to actual rural situations. A point of clarification was raised from the ACCU side: that the material is only a collection of problems and solutions from different countries. Therefore, it can still be enriched by contributions from all members of Group B. So, the material is decidedly accepted by the group, requesting all other participants to contribute at least two problems and solutions to be included in the collection of useful and simple knowledge for everyday living.

The second sub-group found the poster on intestinal parasites very important. And it being so important, the following suggestions were given for further improvement:

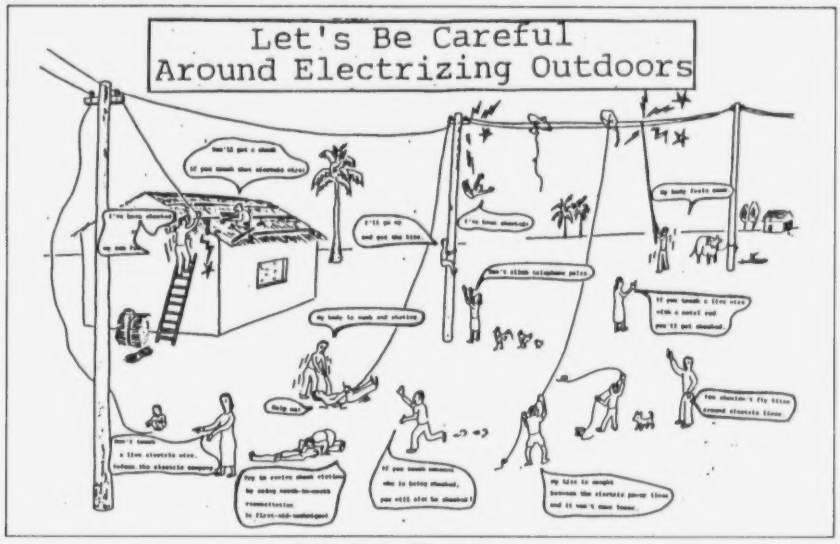
1. Modification of format from the existing to a sequential presentation of ideas, problems and solutions, 'problems and solutions' presented side by side; the circular presentation of the process of intestinal parasite infestation and preventive measures to each of them; or twoposter presentation, the first poster on how intestation occurs and the second one preventive measures. In addition to these suggestions, the layout should be a little altered drawing an egg on the upper portion of the poster saying "I am an egg. This is how I enter the human body." This point was given after a comment was made that rural folks will wonder about the talking parasite. It requires imagination and neo-literates are not to be expected to have developed such learning skill. There were other minor suggestions like those pertaining to illustration; that they should be a little bit more suggestive than too detailed as they are which can be very offensive to the learners. If you will examine the poster, then you will know what we mean. Another is to include practical preventive measures in the poster.

The group decided to adapt the material with the format being a single poster with a combination of ideas suggested. It was recommended that objectives of each neo-literate material be clear.

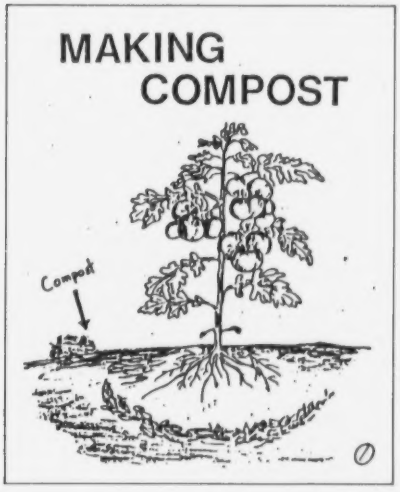


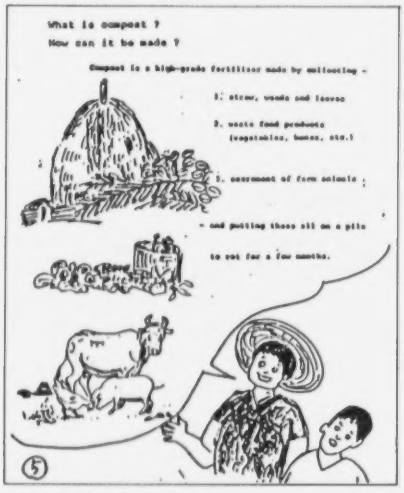

Listen, everybody, the many problems in our village must be solved by all of us. It's important that we all work together. If there were a cooperative in the village, all of us would benefit.
Would this cooperative really help all of us?
I say we should each continue to work on our own problems.....
Anyway, let's learn about the cooperative to find a new way. It may help us
What about a solution?
6

A Rich Life with Agricultural Cooperatives (booklet)

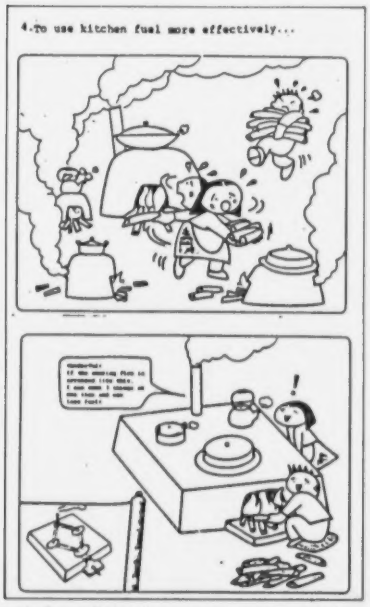


Let's Safely Use Electricity (poster)

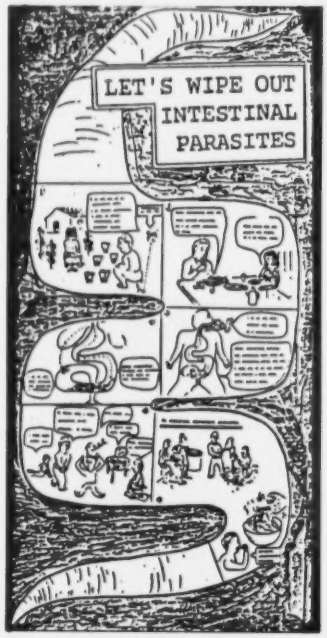




Making Compost (flip chart)



Useful & Simple knowledge for everyday living (folder)



Let's wipe out Intestinal Parasites (poster)

(2) Group reports on development of new draft materials for neo-literates

Group A (booklet)

Mr. Dil Bahadur Shrestha – Chairman
Mrs. Gloria Barrientos – Rapporteur

Members

Mrs. Jeanne Alice Doko
Mr. Habibur Rahman
Mr. Simon Savaiko
Mr. Vu Ngoc Binh
Mr. T.M. Sakya
Mr. Tetsuhiko Yasui
Miss Chizu Natori

The group developed an illustrated booklet (comics style) on the theme "Proper Selection of Food" with the following objectives:

1. To develop awareness of the nutritional values of foods for physical and mental health

2. To enable learner to select and prepare the right kinds of food properly

3. To enable learner to select and prepare cheap and nutritious foods that are locally available in rural villages

4. To bring about change in food habits for physical and mental health

The target users of the material are the rural out-of-school youth and adults who have acquired middle level literacy skills. The material can be used with or without instructor. It has 20 pages with text and illustrations.

Topics/content included:

1. Awareness of nutritional values of different kinds of foods can promote physical and mental health.

2. Proper selection and preparation of food can promote physical and mental health.

3. There are cheap and nutritious foods that are locally available in rural villages.

Guidelines on using the booklet were also prepared by the group for effectiveness of the material developed.

"Proper Selection of Food" (comic style booklet)

Theme: Balanced Diet

Sub-theme: Proper Selection of Food
(Self-Learning Material)

Target Group: Rural villagers, both sexes, out-of-school youth and adults, low-income group

Objectives: To group awareness of the nutritional values of different foods

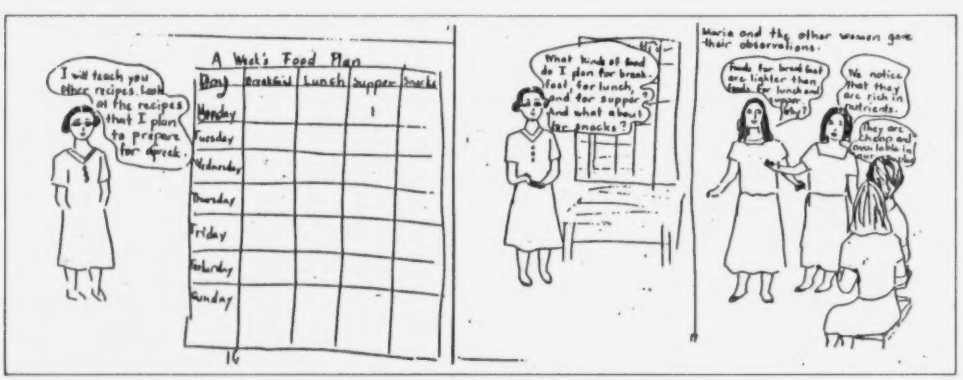
To enable learners to select nutritious foods for physical and mental health

To enable learners to prepare cheap and nutritious food from locally available resources

To bring about changes in food habits among learners

Level of Literacy: Middle level

Format: Booklet
15–20 pages, half illustration


I will teach you other recipes later on the recipes that I plan to prepare for dinner.
A Week's Food Plan
Day
Breakfast
Lunch
Supper
Snacks
Monday
Tuesday
Wednesday
Thursday
Friday
Saturday
Sunday
16
What kinds of food do I plan for breakfast, for lunch, and for supper and what about for snacks?
Maria and the other women gave their observations.
Foods for breakfast are lighter than foods for lunch and supper. Why?
We notice that they are rich in nutrients.
They are cheap and available in our locality.

Balanced Diet (booklet)

Group B (poster)

Group Members:

Mr. Jiang Yuan (China)
Mr. Satyen Maitra (India)
Mr. Mohd Ashaari bin Ahmad (Malaysia)
Mr. Hussain Mohamed (Maldives)
Mr. Rong Thongadadas (Thailand)
Dr. Sawat Tichuen (Thailand)
Mr. Nestor Lemana (UNICEF)
Mr. Taichi Sasaoka (ACCU)
Mrs. Yoko Yano (ACCU)

Mr. Nestor (UNICEF) was elected Chairman and Mr. Hussain (Maldives) was elected rapporteur of the group.

The group was asked to design a poster on environment and science and technology.

There was a lively discussion about what sort of poster the group will come up with; whether the poster is for a structured learning situation or for an unstructred learning situation. It was decided not to be too rigid and not limit to one aspect only. The group agreed to design a poster that can be used for both structured and unstructured learning situations.

After going to use the list in the guidebook, the group decided on "Clean Home Environment" as the topic of the poster, with a rural setting for the rural poor. The group dispersed at 19:15.

The second day (29 Nov.), the group began deliberations at 9:45, and chairman called for ideas for the poster. But in order to make the poster as common to all countries as possible, the chairman asked members to give a brief outline of the rural situation in each member's country. Prevailing rural situation in Thailand, Maldives and India were then explained. It was agreed rural situation in Malaysia, Indonesia and Philippines were more or less similar to Thailand.

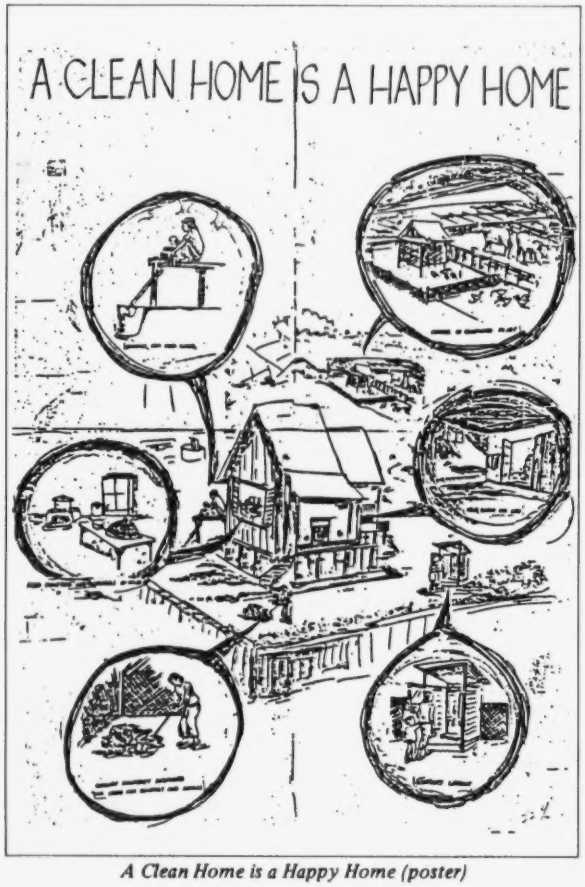
After this, discussion resumed about the theme and slogan of the poster. The group agreed to take cleanliness as theme and decided on a Clean Home is A Happy Home as the slogan.

It was then agreed to design the poster as follows.

1. At the top slogan "A CLEAN HOME IS A HAPPY HOME"
2. At the center a house
3. Around the house smaller blocks with drawing and a message.

1– Bedroom: NEAT, CLEAN AND AIRY
2– Kitchen: KEEP FOOD COVERED AND UTENSILS IN ORDER
3– Toilet: SANITARY TOILET
4– Garbage: EITHER DIPOSE GARBAGE PROPERLY OR USE FOR COMPOST AND BIO GAS
5– Chicken Cage/Animals: KEEP ANIMALS IN A CONFINED PLACE
6– Water and Drainage: DRAIN THE USED WATER

Based on the above Mr. Rong from Thailand have prepared the first rough draft of the poster.



A Clean Home is a Happy Home (poster)

Group C (games and others)

Members:

Mr. Yusoff bin Ramli (Malaysia) – Chairman
Dr. Ramabahen Desai (India) – Rapporteur
Mr. Hamzah Nur (Indonesia)
Mr. Mukesh Malla (Nepal)
Mr. Kove Waiko (Papua New Guinea)
Mrs. Rufina Tan (Philippines)
Mr. Shinji Tajima (ACCU)

The group select the chairperson Mr. Yasoff bin Ramli from Malaysia and Dr. Ramabahen Desai from India was assigned to act as a rapporteur.

1. Working Style of the Group

First, the group went through the guidebook for the media preparation given by ACCU.

With the help of the guidebook, the group discussed the things for preparing the games. After a deep discussion the group finalized to prepare three types of game on production for the neo-literates. The three games which the group is going to prepare are as under.

1-1. Play cards for problems and solutions for farmers

1-2. Production wheel on how to start a bamboo industry

1-3. Picture story on how to build the pit latrines

2. Topics & sub-topics for the games

2.1. After this the group discussed the merits on the bamboo handicrafts. For this game Mrs. Tan was the main guide because she had prepared a media for her country. Reading materials cards were also prepared by her after discussed in group. The illustration is done by Mr. Malla from Nepal.

2.2. Then game cards for production was also discussed. The participants list out the problems and their solutions. This game was based on the experienced by Dr. Ramabahen Desai media for playing game box which was prepared for her adult learners. Cards were written by the chairperson of the group Mr. Yusoff bin Ramli.

2.3. Picture-story: The group find the picture-story from Nepal's materials was relevant. The group discussed to prepare the same picture-story. The work B done by Mr. Shinji Tajima, and Mr. Mukesh Malla from Nepal. All the members of the group was busy to finish the story in time it may too late.

(Group C – Annex I)

Game on Production

Target Group

The middle level neo-literates is the target group of rural and tribes.

Objectives:

(1) To create awareness and importance to grow more food, more vegetables and fruits.

(2) To know how to do the scientific farming

(3) To check out the problems, find out the problem cards and find out the solution cards also.

(4) To increase more income so that the farmer can give the contribution to generate the national income.

Method of using of the game cards

Three types of game can be arranged.

(1) Individual game
The instructor will give a problem and adult will find out it's solution and read it. This will be the understanding game also.

(2) Group game
There will be two groups, one group will find out the problem card and one adult will read the problem. The other group will find out the solution card and one person from the group will read it. He will ready to give other more details about it.

This will be the regarding comprehensive game.

(3) Competition game
All the cards will be placed on the table or earth in two groups. The adults will choose the group whether he or she wants to be a problem asking group or a guide.

Then the instructor will write a problem on B–B. Both the groups will read it and find out the problem card and the solution cards in the limited time given by instructor. He will give the numbers I, II and III.

(Group C – Annex II)

How to Build the Pit Latrines
(Picture story – Kamishibai)

Biginning level neo-literates

Objectives:

(1) to create a clean and healthy environment with the pit latrines

(2) to make the awareness and importance of using a pit latrine for healthy and clean village in everyday-life

(3) to know how to make a pit latrine in easy and constructive way

(4) to discuss and identify why a pit latrines is necessary

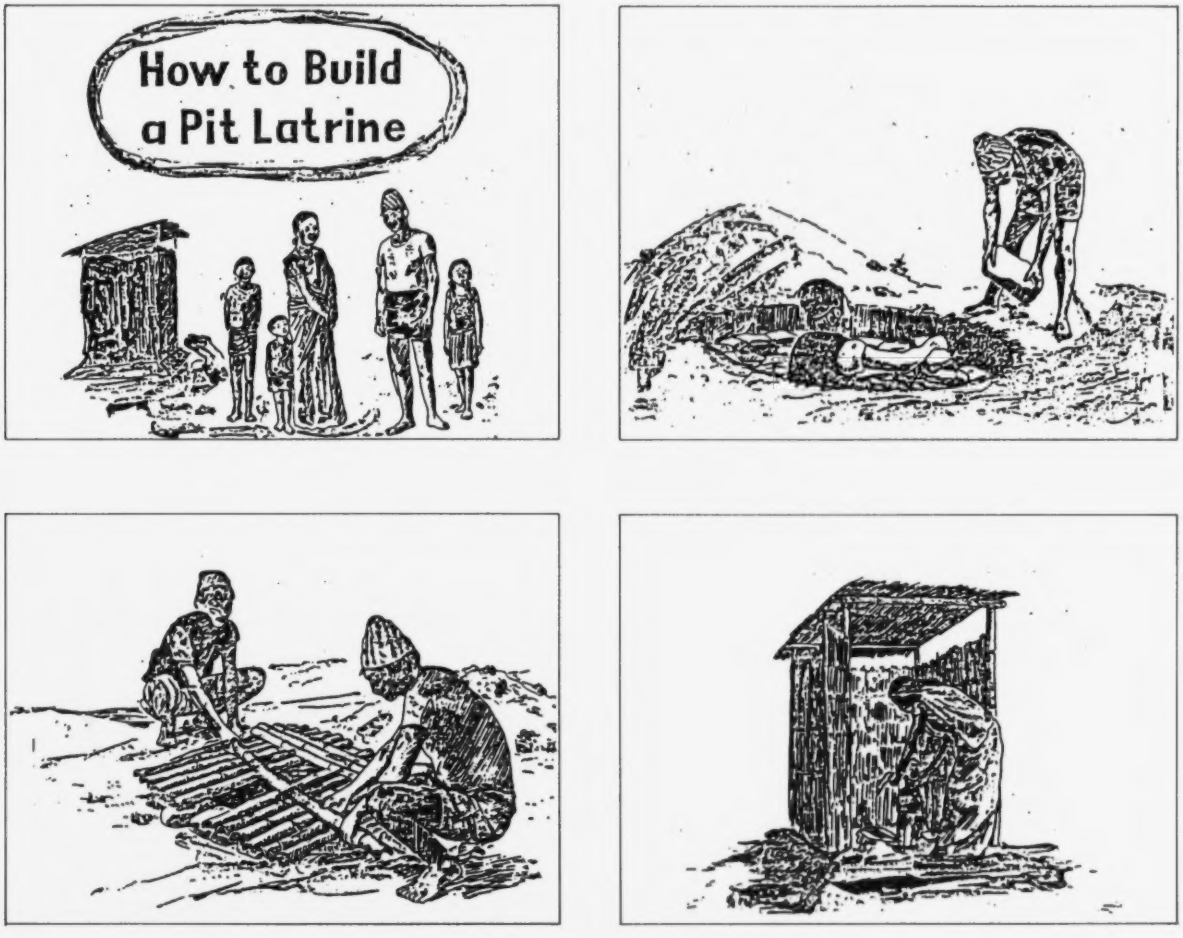
Target:

Method of using the Picture story (Kamisibai)

1) Kamishibai permormer places a small box stage and starts telling story showing accompanying illustrations which are drawn on hard card board (size: approx. 30 cm x 40 cm).

2) Performer pulls out one illustration after another telling the story in the same manner as one turns pages of a picture book.

3) The story and illustration on each board coincided with each other, and audiences are absorbed in Kamishibai as they see illustrations of the Kamishibai which changes one after another as the Kamishibai performer tells the story.



How to Build the Pit Latrines (picture story)

CHAPTER II

UTILIZATION OF NEO-LITERATE MATERIALS IN NATIONAL LITERACY PROGRAMMES

(Experiences of National Follow-up Activities by Participating Countries)

1. India
2. Indonesia
3. Malaysia
4. Nepal
5. Papua New Guinea
6. Philippines
7. Thailand

1. INDIA (West Bengal)
(Adaptation and Production of AJP materials)

At the second Regional Workshop on the Preparation of Literacy Follow-up Materials in Asia and the Pacific held at Chiangmai, Thailand, in October, 1984, it was decided that some of the excellent learning materials which had been prepared by the ACCU could be utilised with necessary modifications and alterations in different countries of this region. ACCU very generously agreed to bear the cost of printing such materials and were agreeable to defray the expenses of any material preparation workshop in this context if a particular country so desired. Training of the material preparation specialists was also considered in this workshop.

Bengal Social Service League which functions as the State Resource Centre for Adult Education in West Bengal welcomed this move on ACCU's part and decided to utilise 3 (three) of the materials prepared by ACCU for use in the rural areas of not only West Bengal but also in Tripura and the Bengali-speaking parts of Assam – the two neighbouring States of West Bengal.

As a State Resource Centre, Bengal Social Service League enjoys certain advantages. It has got a staff of technically competent artists and material producers. So, there was no need to farm out the project to other agencies or enter into a contractual agreement with them. Bengal Social Service League has illustrators, visualisers and writers to take on the assignment on its own.

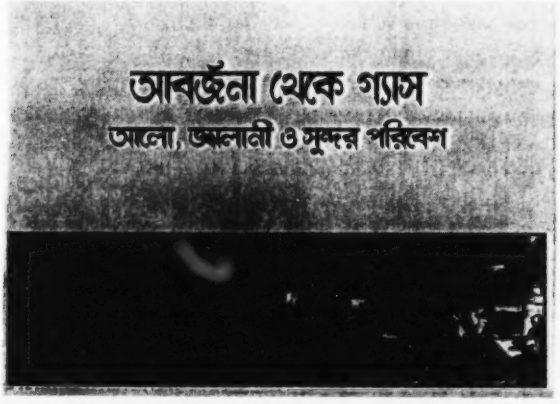
For the production of these materials in Bengali, the agency was going to be Bengal Social Service League, the responsible person was Satyen Maitra and the financial assistance given by ACCU was $1000. It was agreed that 2500 copies of each type was going to be produced.

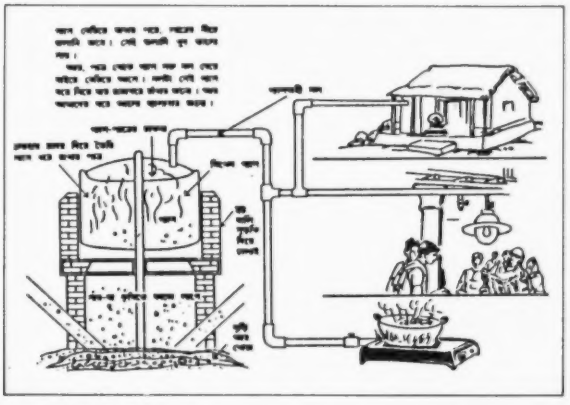
SELECTION OF MATERIALS

Selection of the three (3) materials adapted by the State Resource Centre was done by Satyen Maitra, Hony. Secretary, Bengal Social Service League and the Hony. Director of the State Resource Centre at the Chiangmai workshop. These were – (1) Use of Gas from daily wastes (Printed Book Material), (2) The River and Us and (3) Filteration (Printed Non-book Materials). Of these, the first was a booklet and the other two were posters. The reason which prompted the choice of the above materials was as follows:

Use of Gas from Daily Wastes:

There is a tendency among our people to always ask for aid and resources from outside, but there is a deep ignorance and even prejudice about the use of resources which lie around us and are not utilised for the purpose of our development and well-being. For example, our countryside abounds in waste materials which can be turned into fertilisers. There is an insufficient understanding of the importance of organic manure not only as a source of rich fertilisers but also as a source of power and light which would help to brighten the life of the villagers in more senses than one. Again, these excreta of the human beings and the cattle which are scattered all over the villages can also a potent threat to the health of the inhabitants through hookworms and other parasitic diseases. Bio-gas can usher in changes which would help the people to enjoy more light, cooking facilities and reduce substantially some of the diseases which are generated by excreta and waste materials.





Bengali edition of "Use of Gas from Daily Wastes"

BEST COPY AVAILABLE

The River and Us:

West Bengal is a land where there are mighty rivers and numerous tributories and branches of these rivers criss-crossing the countryside. There should be a proper appreciation and understanding of the benefits which people derive from a river along with an awareness to keep the river water clean and free flowing. It was felt that this chart by the ACCU, modified to suit the special conditions in the State, would help in the formation of the right kind of attitude towards rivers. Quite often what was see around us we take it for granted, but that often leads to under estimation of their importance.

Filteration:

There is a lack of awareness among the poor and the uneducated section of our pupulace regarding hygine and utilisation of resources around them for their own development. Roughly 70 to 80 per cent of the diseases in the rural areas of West Bengal come under the category of gastro-enteritis. Simple practices which do not cost much money can, to a great extent, eliminate or reduce the incidence of these illnesses. Knowledge and awareness about filters can go a long way to enable poor people lead a comparatively more healthy life. Boiling of water is difficult because of scarcity and cosliness of fuel like coal and oil. Cutting down of trees will lead to, as it has already done, great ecological imbalance.

These were some of the considerations which prompted us to adapt and adopt these three original materials produced by ACCU for use in the rural areas of West Bengal and some of the adjoining States.

PREPARATION OF MATERIALS

Soon after my return from Chiangmai, we had a number of conferences with the technical personnel of the State Resource Centre, where it was decided to effect certain changes in the original materials to make them more acceptable to our people. Certain draft preparation of materials were made and these were pretested in some of the adult education centres. The language for the booklet was made as simple as possible to enable anybody with basic or rudimentary literacy to read the matter with comprehension. In the State of West Bengal where there is a dearth of electrification in the villages, the emphasis was on how bio-gas could provide light and remove at least partly the darkness in which the villagers are plunged after sundown. This was brough out clearly on the cover where side by side the pictures of a village with light and a village without light are shown. In West Bengal the cost of kerosene oil has gone up steeply and the poor villagers cannot afford to buy it for lighting lamps. This also hampers spread of literacy as books can hardly be read when it gets dark.

IMPLEMENTATION

There is a network of adult education centres in West Bengal. Roughly, there are 47 Govt. projects of 300 centres in each project and 40 learners in each centre. So, approximately, 400,000 learners can be counted in the Govt. proejct alone. There are thousands of learners in centres run by Voluntary Agencies and other autonomous bodies. Besides, there are millions of learners who are drop-outs from the schools and their literacy level is roughly equivalent to that of Glass III & IV. These booklets and others can help in effecting the behavioural change of a vast number of people in the rural areas provided there is a conscious and active effort by the implementors of the programme to use these materials not only for the strenghthening of their literacy but also to bring about attitudinal changes which are essential to sustain programmes of development and self-reliance. We have now printed as an experimental measure 2500 copies each of the three materials with financial assistance received from ACCU. These have been distributed – about 2000 copies of each of the materials – to the Govt. projects. We have kept about 500 copies of each for use in our own centres for certain experimental measures. We have felt that unless a band of workers or instructors is trained for imparting necessary knowledge and information contained in materials like these, they are apt to be treated as literacy and not development materials. We are thinking of starting certain physical projects of bio-gas to motivate the learners more decisively for the utilisation of the waste products.

As these materials were produced largely through financial assistance received from ACCU (we had to supplement is partly from own funds) they have been distributed free. If we find that there is a demand for them, we shall re-print them and price the materials on no loss – no profit basis and earmark the proceeds in a revolving fund.

EVALUATION

It is too early to prepare any evaluation report on either on-going or summative right now. We shall keep the ACCU posted about how far these materials have been able to orient the learners to the adoption of the new practices which would be beneficial for the whole community.

OTHER MATERIALS FROM ACCU

We serialised the book on Poultry published by ACCU in our paper for the neo-literates 'CHALTI JAGAT' (the moving world) and it is now in the press. We have made certain alterations and added a few additional information regarding chicken diseases, but in the printed form acknowledgement to ACCU will be made. We are planning to utilise other materials from ACCU also (after due acknowledgement) for the enrich-

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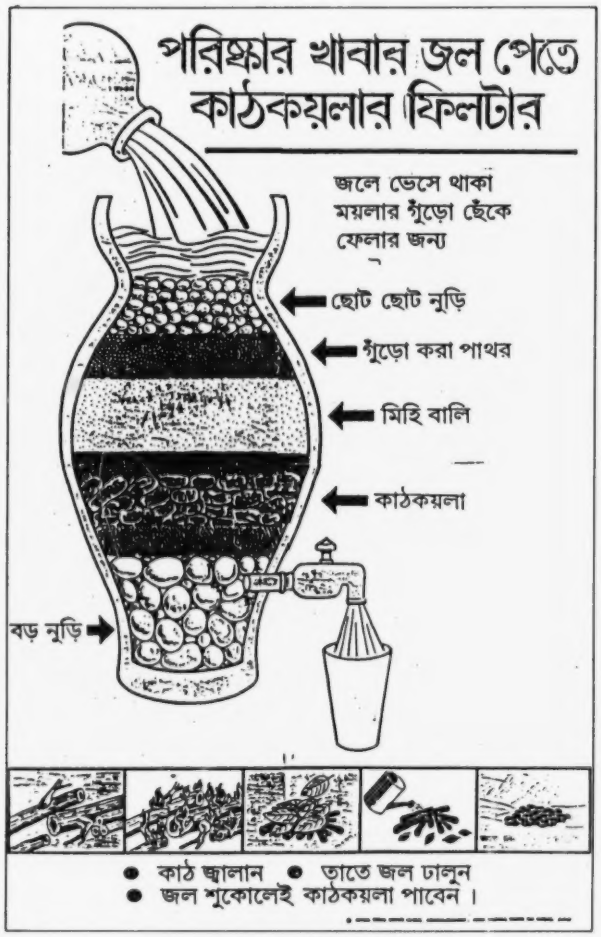
ment of neo-literacy learning materials.



Bengali edition of "Filteration"

Bengali edition of the "River and Us"

2. INDONESIA
(Adaptation and Production of AJP materials)

Basically the profile of all media or learning materials designed by ACCU Tokyo is similar to supplementary learning materials developed in Indonesia.

Thus, in implementing the Kejar Upajiwa Program (Learning group program for income generating) the focus in designing media is not only for a new literacy target group, but also for gaining/obtaining vocational skills.

A. Type of ACCU media.

The media produced by ACCU Tokyo in 1984, consists of 3 types, i.e.:

1. Poster which is devided into 2 titles:
   - 1.1 Tree planting (Bertanam Pohon).
   - 1.2 Sanitation (Sanitasi).
2. Sugoroku games (simulation games entitled): Building-up a happy Community (Membangun masyarakat bahagia).
3. Booklet in 2 titles:
   - 3.1 The life of water (Air, Ibu kehidupan).
   - 3.2 Chicken Raising (Beternak ayam).

B. Translation and modification.

Translation of the 3 types of media is directly from English text to Indonesian text. This modification was

done by a team of BPKB Jayagiri-Lembang (National Development Centre for Non-Formal Education Youth and Sports in West-Java) in December 1984, using the pattern of:

- free translation.
- using simple words, sinple sentences as well as the language.
- relevant drawing for each aspect according to Indonesian condition.

C. How to deseminate ACCU media.

Indonesia consists of more than 15.000 big and small islands. The communication between certain big islands is improving but in other provinces its still bad, especially in isolated place in huge Kalimantan, Irian Jaya as well as small islands in eastern part of Indonesia. This critical reason caused an inability to reach the goal of any program on time.

Based on the report of the developing team of ACCU media in BPKB Jayagiri, after modification of the media, it has been disseminated in August-September 1985 to the centres, instances, institutions that are relevant to do NFE activities in the Provinces as following:

1. Directorate of Community Education.
2. Directorate of Technical Man Power.
3. Directorate General of NFE, Youth and Sports.
4. National Board for Family Planning.
5. ACCU Tokyo.
6. Unesco Regional Office, Bangkok.
7. SKB Pembimbing (Provincial Centre for learning activities of NFE, Youth and Sports) in 26 Provinces.
8. Dharma Wanita Jawa Barat (Women organization of Government employees in West Java Province).
9. Dharma Wanita Pusat (Women Organization of Government employees in Central Office).
10. Kabid Dikmas 27 Provinsi (Division head of Non-Formal Education and Culture in 27 Provinces).
11. BPKB Kebon Jeruk, Jakarta (the same centre as Jayagiri but situated in a suburb of Jakarta).
12. Lab-site of BPKB Jayagiri, Lembang.

D. Try-out program on ACCU Media in BPKB Jayagiri

According to the report of the ACCU Media team of BPKB Jayagiri, the implementation of the 3 types of media in the labsite of BPKB Jayagiri is as follows:

1. Try-out program is held in January 1985.
2. The sampling consists of 3 learning groups of Paket A and each group consists of 10 participants.
3. Education level of the respondents is about the same, having finished grade 3 of elementary School or just Packet A6 (Booklet 6).
4. The respondents consists of:
   21 males and 9 females.
5. The age group is between 14 and 35 yeras.

- Procedure of Try-out.
  1. Preparation made by the team.
  2. The team consists of 3 staff members who visited the try-out location, about 2 km far from the BPKB (Centre). They brought along the medias that should be tried out.
  3. Each respondent was given 5 media in a group.
  4. The team explained the way to read and observe the media.
  5. All the respondents went home and were asked to learn/study it within a 2-day-period.
  6. After 2 days, the respondents came again to the same place and they were interviewed by the team using a number of questions (see annex 1).

- The conclusion of the evaluation is: 70% positif between good and very good, but revision is still needed.

- The evalaution of other provincial institutions is still expected in Desember of this year.

E. Try-out program on ACCU Media in BPKA Kebon Jeruk.

BPKB Kebon Jeruk is as the same centre as BPKB Jayagiri, a National Development Centre for learning activities of NFE, Youth and Sports. This Centre is situated in a suburb of West Jakarta, and has also a labsite in 4 villages. The location for ACCU try-out is spread over in the 3 villages.

- The objectives.
  The objectives of trying out the ACCU media is:
  1. to obtain the data upon the graduation of the comprehension of the content/message of the media.
  2. to obtain the data upon the graduation of the attractiveness of each media.

- Target group (Respondent):
  The characteristics of the respondents:
  - female, ages between 14 and 44 years.
  - educational level between elementary School grade 5 and dropouts of Secondary School.

- Time and Duration.
  The implementation of try-out is from the 24th of October to 29th of October, 1985 within 5 (five) days.

- The procedure.
  The try-out team consists of 5 Centre staff members:
  - 4 field workers and 1 coordinator.

The evaluation instruments was designed in 3 types related to the type of each media and consists of 10 questions as attached. The aspects of comprehension level cover with:

- content.
- simplicity of the sentence and language.

The aspects of attractiveness level, cover with:

- format/size
- title
- picture/drawing
- colour

The procedure is as follows:

1. The team visited the target group in the lab-site and distribute the media to each respondent.
2. The coordinator explained the goal of the programe and how to observe the media.
3. The next morning the coordinator explained the way to fill in the instruments (questionnaires), and let the respondents to it by themselves.
4. Collecting the instruments.
5. Tabulating and analizing data in the centre.

- The data processing and analysis:
  The analysis of the tried-out media can be seen in the following Table of Comprehension Level:

No.	Type of media and Title.	content %	simplicity of language %	score rating scale
1.	Poster:			
	1.1. Bertanam pohon	–87.5	84.38	good
	(tree planting)	–12.5	15.62	not so good
	1.2. Sanitari	–87.5	84.38	good
	(sanitation)	–12.5	15.62	not so good
2.	Booklet:			
	2.1. Beternak ayam	–100	81.08	good
	(chicken raising)	–	18.92	not so good
	2.2. Air, Ibu kehidupan	–100	81.08	good
	(the life of water)	–	18.92	not so good
3.	Permainan simulasi (Sugoroku games):			
	3.1. Membangun masyarakat bahagia (Buildding up a happy comunity).	100	100	good

Based on the Table, we get the illustration that:
Simulation games are the most understandable media rather than Booklets and Posters.

Table for Attractiveness level:

No.	Type of Media and Title.	Format/ Size	Title	Drawing	Color	Lettering system	Score rating scale
1.	Poster:						
	a. Bertanam pohon	90,62	100	84,38	84,38	90,62	good
	(Tree planting)	9,38	–	15,62	15,62	9,38	not so good
	b. Sanitasi	90,62	100	84,38	84,38	90,62	good
	(Sanitation)	9,38	–	15,62	15,62	9,38	not so good
2.	Booklet:						
	a. Beternak ayam	78,38	100	86,49	81,08	89,19	good
	(chicken raising)	21,62	–	13,51	18,92	10,81	not so good
	b. Air Ibu kehidupan	78,38	100	86,49	81,08	89,19	good
	(the life of water)	21,62	–	13,51	18,92	10,81	not so good
3.	Permainan simulasi (Sugoroku games):						
	Membangun Masyarakat bahagia	100	100	100	100	100	good
	(Building up a happy community)	–	–	–	–	–	not so good

Based on the Table, the illustration is:
Simulation games is still the most attractive media rather than booklets and posters.

- Conclusion.
  The analysis of the 3 types of tested media could be described as follows:

  1. Simulation game, out of the three types of ACCU media is the most relevant type of media to be developed for the non-formal target group in the aspect of:
     – comprehension and
     – attractiveness.

  2. Booklets and posters have the same graduation/ level in these aspects mentioned in point 1.

  Thus, the 3 types of media could be in terms of reference to be more developed and diseminated to the rural areas.

F. Some difficulties found in getting the feed back.

1. Lack of relevant evaluation system as a comprative result in different ecological areas such as:
   – rice-field area
   – plantation area
   – mountainour area
   – sea/fishing area.

2. Bad transportation and communication in certain islands especially in Eastern Indonesia become a handicap in implementing such a media try-out.

3. Shortage of Funds of Budget caused all try-out programs to not yet reach the goal of the program.

4. Attitude or habit of the community, especially in the rural areas: just to accept or receive the Questionaire but not to do what they should do (in the case of: try-out done by the Province people in their area).

The 4 difficultes mentioned above, give a general illustration of why the team of Jayagiri have not received yet the feed-back from all instancies (departments) and learning centres.

Annex. 1.

Questionaire on Media try-out
Type of Media: Poster.

Theme/Title : . . . . . .
Day/Date : . . . . . .

Name :
Sex :
Education :

Kejar :
Address :

To improve this media, we ask your favor to fill in this form by encircle the chosen answer.

Questions.		Answers
1.	Is the Poster's theme clear to you?	yes – no
2.	Is the Poster good and attractive to you?	yes – no
3.	Did you get the message of the Poster?	yes – no
4.	Is there any unclear sentences in the Poster?	yes – no
5.	Is there any not understandable drawing in the Poster?	yes – no
6.	Is the Poster useful for your surrounding society?	yes – no
7.	Is there any among the sentences in the Poster that offend you?	yes – no
8.	If the colour used good enough?	yes – no
9.	After seeing the Poster, were you encouraged to follow the Poster's message?	yes – no
10.	After seeing the Poster, are you certain that good sanitation keeps good environment?	yes – no

Is there any suggestion or opinion to improve the Poster?
If there's any, write it down here!

. . . . . .
. . . . . .

Annex. 2.

Questionaire on Media try-out
Type of Media: Simulation Game.

Theme/Title : . . . . . .
Day/date : . . . . . .

Name :
Sex :
Education :

Kejar :
Address :

Attention: To improve this media, we ask your favor to fill in this form by encircle the chosen answer.

Questions.		Answers.
1.	Did simulation game interest you?	yes – no
2.	Can you play the simulation games easily?	yes – no
3.	Is it just and is the form of simulation games suit you?	yes – no
4.	Is the guide of simulation games clear and help you to play the games?	yes – no
5.	Is the form of simulation games attractive to you?	yes – no
6.	Is the drawing and colour of the simulation games good or attractive enough?	yes – no
7.	Did you understand the subject of simulation games?	yes – no
8.	Is the simulation games useful for your surrounding society?	yes – no
9.	Do you plan to ask some one else to join you in playing this games?	yes – no
10.	Do the subject of simulation games increase your knowledge?	yes – no
11.	What's your suggestion and opinion towards this Simulation games. If there's any, please write it down here.	

Participants discussing on how to play the "SUGOROKU Game" in Indonesian National Workshop

Annex. 3.

Questionaire on Media try-out.
Type of Media: Booklet.

Theme/Title : . . . . . .
Day/Date : . . . . . .

Name :
Sex :
Education :

Kejar :
Address :

Attention: To improve this media, we ask your favor to fill in this form by encircle the chosen answer.

Questions.		Answers.
1.	Is the booklet's cover attractive and good enough for you?	yes – no
2.	Is the drawings and sentences on the booklet cover understandable?	yes – no
3.	Is the theme attractive?	yes – no
4.	Is there any drawings in the booklet not understood?	yes – no
5.	Is there any sentences in the booklet which hard to understand?	yes – no
6.	Is the booklet's content or subject useful to your surrounding society?	yes – no
7.	How many times did you read this booklet before you understand it's content?	yes – no
8.	After reading the booklet, did you feel to understand the content?	yes – no
9.	After reading this booklet did you feel any increase in your knowledge?	yes – no
10.	After reading this booklet did you know the steps or how to raise chicken and better using of water?	yes – no

Write down your suggestion or opinion if you got any, improving the quality of booklet.

. . . . . .

. . . . . .

Indonesian edition of "Sanitation"

Indonesian edition of "Chicken Raising"

Indonesian edition of "The Life of Water"

Annex. 4.

QUESTION FOR INTERVIEW.

1. a. Is the drawings understandable?
   b. Which one is hard to understand?
2. a. Is the drawing attractive?
   b. Which one is not attractive?
3. a. Is the colour of the drawings good?
   b. Which one is not good?
4. a. Is the sentences understandable?
   b. Which one is hard to understand?
5. a. Are the letters clear?
   b. Which one is not clear?
6. a. Is the content or subject useful?
   b. Which one is not useful?
7. Do they like the format or size?
8. Are the letter size big/large enough?
9. Are the pages a lot?
10. Is the content boring?

3. MALAYSIA
(Organization of National Follow-up Workshop)

1. Introduction

The first national workshop on the Preparation of Teaching and Learning Materials for Literacy Programme for Women in Rural Areas we jointly organized by Unesco Paris, the Community Development Division (KEMAS), Ministry of National and Rural Development, Malaysia; Unesco Regional Office for Education in Asia and the Pacific (ROEAP) and the Malaysian National Commission for Unesco.

The workshop was held in the Asia and the Pacific Development Centre, Kuala Lumpur, from 14 to 26 January, 1985, and was attended by 40 participants and 4 consultants from Unesco Paris, Unesco ROEAP, Indonesia and ACCU.

This workshop was a follow-up activity of the Second Regional Workshop on the Preparation of Literacy Follow-up Materials in Asia and the Pacific (Chiangmai, Thailand, 3–12 October 1984) organized by Asian Cultural Centre for Unesco (ACCU).

2. Objectives of the Workshop

The workshop aimed at:

a) giving technical knowledge in preparing literacy materials to the participants;
b) exposing the techniques in assessing literacy materials;
c) determining the materials produced were suitable to the target group of the programme;
d) compiling a programme at the national level in the production of teaching and learning literacy materials and;
e) adapting and field-testing the materials produced in the course of the workshop by the participants and produced under the Asian/ Pacific Joint Production Programme of Materials for Neo-Literates in Rural Areas (AJP materials).

3. Phases of the Workshop

The workshop had the following phases:

Phase 1 – Preparatory

Before the workshop, thedistrict supervisors and teachers/facilitators were requested to assist in a case study of the villages for the purpose of field-testing. For the field execuise during the workshop, the supervisors from the district/village assisted the Technical Committee to prepare a profile of the villages intended for the field testing of materials during the training programme and will provide background information for the field visits.

Phase 2 – Training

This phase provided 13 working days contact session in the training venue. Discussions were held on the method of developing literacy follow-up materials relevant to the needs in rural communities and some prototype materials were developed by

the participants. The participants also examined some materials prepared under the Asian/Pacific Joint Production Programme (AJP materials).

Phase 3 – Field Work

The participants studied the needs and problems of the villages visited for developing prototype materials and field-tested the materials developed during the workshop and the materials developed under the AJP Programme.

Phase 4 – Follow-up

The participants examined the possibility of implementing regional literacy follow-up materials production programme. A draft of regional follow-up training materials was developed during the workshop.

4. Preparation of Prototype Materials through Group Works

Four working groups were formed among the participants to develop the following types of neo-literate materials:

A. Printed book materials
B. Printed non-book materials
C. Electronic media
D. Games and other activities

Four villages were chosen for survey of needs and problems as basis for the materials production.

The community study was undertaken through observation, random sample survey and through dialogue and discussion with the leaders and the people in the villages. Prior to the visit, about 15–16 people from the villages were selected to be respondents for the study.

After carrying out the studies, the group attempted to list the needs and problems of the villages and tried to select themes and topics relevant to the needs and problems.

The groups were given 4 days for the preparation of the materials according to the prodedures given earlier in the session. After 4 gruelling days the groups came up with following materials.

Group A: Use of Compound (booklet)
Group B: Balanced Diet (flipchart)
Group C: 1. Women's Programme of the Health Mothers and Babies (cassette/audio)
2. A Clean and Useful Compound (Photo-novella)
Group D: Prawn Crackers (learlet)

The group also adapted materials produced under the Asian/Pacific Joint Production Programme (AJP materials). The materials are:

A. boolket
1. The Life of Water
2. Baby's Food
3. Bamboo Handicrafts

B. poster
4. Everyone's Water – How should we use it?
5. Home Gardening
6. Sanitation
7. Filtration

C. game
8. Building Up A Happy Community (sugoroku)

Participants discussing the materials which they have developed in the Workshop

These prototype materials were produced, presented and discussed in the Malay Vernacular through out the workshop and field-testing.

Evaluation were on the simplicity and clarity of message, illustrations, presentation, styling and format.

Individual questionnaire, observation, discussion and dialogue materials were used.

5. Follow-up Activities

Following this national workshop 3 follow-up activities have been planned, one each for Peninsular Malaysia, Sabah and Sarawak. In April 1986 a regional workshop for Sabah and Sarawak will be held and it is hoped that it will gather local people together and come up new prototype materials to suit to local flavours.

6. Distribution and Utilization of Adapted AJP Materials and Newly Developed Materials

The printing of the adapted AJP materials and the newly developed materials are in the process. The materials are:

A. booklet 1. Use of Compound
B. poster 2. Home Gardening
3. Everyone's Water – How should we use it? –
4. Sanitation
5. Filtration
C. game 6. Building Up A Happy Community (sugoroku)

Each of the material will be printed in 500 copies. These materials will be distributed through fanctional literacy teachers/facilitators in Sabah and Sarawak in particualr and to other states.

7. Try Out of These Materials

During the first 3 months of 1986 will be the layout period and all the facilitators are requested to send the evaluation sheet to the Community Development Department Headquaters in Kurala Lumpur through the Stated Directors. As from 1987 modification will be done as required.

8. Budget for Printing

The budget for the printing of these materials are borne bythe government and a sum of US$500.00 was contributed by ACCU to meet the budget.

4. NEPAL
(Adaptation and Production of AJP materials)

It is a great pleasure to present this brief report on National Follow-up Activity of Second Regional Workshop on the Preparation of Literacy Follow-up Materials in Asia and the Pacific held in Changmai, Thailand 3–12 October 1984.

First of all, on behalf of His Majesty's Government of NEPAL, Ministry of Education of Culture, I would like to express my sincere thanks to the Asian Cultural Centre for UNESCO (ACCU) Japan for its co-operation to Nepal for National Follow-up Activity. ACCU's efforts for neo-literacy materials development for rural areas have been highly appreciated.

The following Asian Joint Production Materials Programme (AJP) had been selected for adoption and production in local language under National Follow-up Activity. The selection was made on the basis of non-availability of materials in the country and relevant to rural situation.

Title of Materials

1. The Life of Water – Printed Book Material.
2. Every One's Water – How should we use it – Printed Non-Book Material.
3. Building up a Happy Community – Sugoroku game.
4. Methane Gas: The Use of Waste Materials – Booklet.
5. Filteration of Water – Poster.

The text of all five materials were translated and the title modified into local vernacular i.e. Nepali, to suit the local situation in the process of adoption of the materials. Besides, some modifications were done in the contents and illustrations were also drawn to suit the local situation in "Methane Gas: The Use of Waste Materials" and "The Life of Water". However, provided enough time and resources, the materials could have been improved more. Furthermore, lack of qualitative printing facilities, production of qualitative materials have also proved to be a concern. The materials were finalised for adoption after discussions with member staff of Adult Education Division, MOEC and language edited by linguistic. The materials produced are as follows:

No.	Titile of AJP Materials	Title of Adopted Materials	No. of Printed Copies	Printed Process
1.	The Life of Water	PANI RA JIVAN (Water & Life)	1000	Offset
2.	Every One's Water – How Should We Use It	PANI KO PRAYOG (Use of Water)	900	Screen
3.	Building-up a Happy Community	SUKHAMAYA JIVAN KO BATO (The path for Happy Life)	1000	Offset
4.	Methane Gas: The Use of Waste Materials	GOBAR GAS KO PRAYOG GARAOUN (Let's Use Methane Gas)	1000	Offset
5.	Filteration of Water	SAPHA PANI KHAOUN (Let's drink clean Water)	1000	Offset

The total expenditure for producing these materials were Rs 27850.00 (equvalent US$1547.22).

Financial Assistance from ACCU. . . . . US$1,000.00

The expenditure made from the budget of Adult Education Division. . . . . US$ 547.22

Total: US$1,547.22

* The materials were produced in March/April 1985.

Regarding utilization of the materials, these are distributed free of cost to be utilized by the Non-Formal Adult Education Classes with 6 months duration. These classes operate 2 hours a day and 6 days a week. The aim of Non Formal Adult Education Programme are to raise awareness among adults rural life along with literacy skills. About 1000 classes are under operation throughout the country. Different government and non-government agencies are involved in this programme. In addition, few copies of material are distributed to concerned agencies for informations. Instructors, in their training programme, are provided with the materials along with the guidance on the methods to use these materials. The objectives of this programme are also made clear to the instructors during their training. The materials are distributed in various seminars and workshops organized by Adult Education Division. The impact of these materials have still to be studied. However, observations and discussions in the classes reveal few following facts on these materials.

1. **The Life of Water – Booklet**

   The booklet is successful to convey its message to adults. They have been familar with values of water in their daily life and the water cycle. However, the letters are smaller for adults and still needs to be improved also to make it more attractive.

2. **Everyone's Water – How Should We Use It – Poster**

   The poster is very clear and understandable. It's illustrations are relevant to rural life. It is attractive and in successful to stimulate discussions among the villagers about the situation and problems, the target group is facing. The material, as found, is also able to create awareness in the target group about what should and should not be done for the best use of water for healthy living. However, as screen printing is not so good, there are comments for its improvement.

3. **Building-up a Happy Community – A Sugoroku game**

   This game is very interesting among adults, trainers and instructors. They enjoy this game. The game has been able to meet its objectives and these have played an important role to motivate the neo-literates. Moreover, the messages conveyed through this game, has helped them to cope with the problems in daily life. However, few following comments have been marked about this game. The game when adopted in original form as per original illustrations were not understood by the rural participants, because of the non-relevancy of the illustrations to the local situation. Furthermore, the size of letters are small to be read by neo-literates.

4. **Methane Gas: The Use of Waste Materials – Booklet**

The message is clear. But, as the villagers lack the technical-knowhow and could not meet the cost for the installation of the plant, it is not practical. In addition rural people are not used to this gas. So this material would be useful in future after awareness is created and they feel it necessary. The letters are smaller for semi-literates.

5. **Filteration of Water – Poster**

The poster is able to desciminate informations on the methods for cleaning water. But while the target group feel difficulty to adopt the fitting technique as shown in the poster, on one hand, on the other hand the villagers are also reluctant adopt it, because they are habituated to drink non-filtered water. The habit as, could not be changed overnight, it may take long time to accept the message, though received also. This may be because the rural people might have not felt the need to drink filtered water.

CONCLUSION

Neo-literates are increasing. There is lack of appropriate post literacy materials for them especially in rural areas to maintain and raise their literacy skills. Further, they need informations to improve their daily life. These above adopted materials are very useful and highly appreciated in rural situation. Among the materials Every One's Water – How Should We Use It – wall poster and Building-up A Happy Community – Sugoroku game are highly appreciated by rural adults.

Instructor showing the poster to the villagers in the Adult Class

Nepalese edition of "Every One's Water – How should We Use it"

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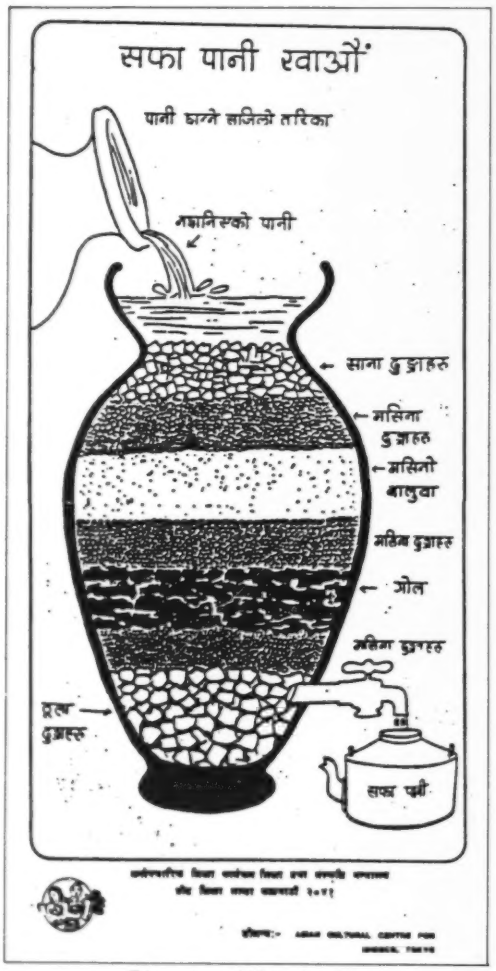
Building-up a Happy Community (SUGOROKU Game)

The Life of Water (booklet)

Methane Gas: The Use of Waste Materials (booklet)



Filteration of Water (poster)

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5. PAPUA NEW GUINEA
(Organization of National Follow-up Workshop)

Introduction

The workshop was conducted by the funds which cam through from Asian Cultural Centre for Unesco (ACCU) in Tokyo. The funding was requested by the two participants at the second – Regional Workshop on the preparation of NEO-Literal materials for Rural people at Chiangmai in Thailand. This is a brief report of the national Literacy follow-up material. Workshop conducted in Tari Southern Highlands Province of Papua New Guinea from 15th to 26th April, 1985.

Finance

For the above workshop, the amount of $ US, 600-00 (K614.00) was received from Asian cultural Centre for UNESCO (ACCU) in Tokyo. We have spent the amount as follows:–

		$US	Local Kina
1.	Accomodation	187.58	192.00
2.	Transport	85.98	88.00
3.	Food	159.36	163.00
4.	Firewood	7.82	8.00
5.	Kerosene	10.75	11.00
6.	Allowance	109.43	112.00
7.	Stationaries	39.08	40.00
	Total	600.00	614.00

In the above expenditure, we have not shown any costings on printing. We will meet this through our Provincial Government fundings. That is, if we do no receive the remaining amount of US$100.00 from ACCU as expected.

We have not put the materials produced into our printing press as we have yet to find some more funds to get them printed. When the materials are printed. We will send copies to ACCU.

Materials Translated.

The following materials have been translated during this workshop:–

1. Better, Income for Rural Life – Booklet
2. Baby's Food – Booklet
3. Everyone's Water – Poster.

It was a great task, although the materials above seem not so many.

We have translated them into our own linguia Franca – Pidgin, This language is spoken by many people in Papua New Guinea.

We translated the materials into one of Southern Highlands vernacular languages – this Huli. Some of the participants, took their own time to translate them into Huli.

The picture were translated or re-drawn by our artist under our guidance to suit our local situation. Since, Papua New Guinea is so diverse, culturally we had to make the pictures situational to the area we conducted the workshop. We could not make it more general to the nation. Every ethmic group has its own cultures and customs. Translated articles are expected to be distributed to our literacy classes, youth groups and womens groups when printed.

Materials Produced.

We were able to produce, only one material during the workshop. The material is a booklet. The book is entitled – "SOME THOUGHTS FOR WOMEN IN THE VILLAGES".

When written in our Lingua France, it is entilted "SAMPLEA TINGTING LONG OL MERI LONG PLES".

We went into Kikita village and visited a women's group there. We (the participants of the workshop and the womens group members) sat around in a circle and had some discussions. In the beginning, the participants of the workshop explained to the women there the reasons for us being there. The explanation was done by someone who was fairly familar with the area and knew some of the women there. After the explanation, we went into discussing some of the problems the women were facing, especially in their group activities. We talked around for about two hours. Then we (workshop participants) left for the centre where we were based. At the centre we discussed and analysed the information gathered. We decided to procude a booklet. Then a booklet mentioned above was produced or developed.

1. Identified a village
2. Make arrangement for a visit
3. Visited the village
4. Discussed the activities and problems
5. Analysed the findings
6. Worked out format
7. Decision taken for a format.
8. Discussed and selected title.
9. Title selected discussed.
10. Developed material
11. Field tested the material
    (This was done after the workshop)
12. Adjustments made
13. Final paper prepared for printing (printing not done yet).

We followed the guidebook prepared by ACCU. This book was a great help to us on the whole. The guide book was translated into our Lingua - Franca by the Provincial Literacy Officer, (Kove Waiko) knowing that some of the participants would be illiterate in English.

PARTICIPANTS.

The following are workshop participants

1. Kove Waiko – Resource person
2. Lagubi Tiaigini – Participant
3. Peter Nanara – Participant
4. John Orabi – Participant
5. Kwimb Name – Participant
6. John Yanari – Illustrator

We were able to manage only six people with the funding made available. Should the funding be three times as much we would have managed three times as many people and produced three times as many materials.

However, we feel we have done something valuable and something worth the time and resource we have put into the workshop. Every member of the workshop participated with great interest. Each one of us felt we needed such workshops to produce more neo-literate materials suited to our situation.

OBJECTIVES

In the original plan, our objectives were as follows:–

1. To translate four (4) materials produced by ACCU or under Asian Joint Production.
2. To produce two (2) new materials.

The above were our objectives set. However, we did not meet the objectives in full. We were able to (1) Translate only (3) three materials and (2) Produce one (1) newmaterial.

We have aimed a little higher than what we could achieve. This gives us some lesson for the future. We anticipated the failure as this was planned in the hope that financial assistant would be higher than what we received.

Once again we are thanking ACCU kindly for its financial support for this workshop.

PROGRAMME

Two types of programmes are attached. One is a brief programme, suggested in the planned session. The other is a timetable worked out by the participants, after having looked at what was there to be done.

The timetable is the one we followed closely, though there were slight changes (Please see the attachment).

MATERIALS

We have yet to get the materials printed. We will hopefully send a copy of each materials, produced and translated when we get them printed to Asian Cultural Centre for Unesco (ACCU).

ACKNOWLEDGEMENT.

We one our heartfelt thanks to the following people and organization.

1. Asian Cultural Centre for Unesco (ACCU) for making the funds avaialble to us to run this workshop.
2. Education Unesco Office in Waigani for giving us all the necessary assistant.
3. ESSU head office in Mendi for giving us time and transport.
4. The Principal of Hoyabia Bible School for allowing us to use the Centre for two week at a very minimum cost possible.
5. All the participants, especially those who were volunteers, for giving their time and worked through tirelessly.
6. Finally and not the least to the village women we visited for co-operating with us to make the work possible.

CONCLUDING REMARKS.

On the whole the workshop was of great value not only allowed us to produce, and translate materials, but it also taught our leaders some skills of running such workshops. The participants, apart from the resource person, came not only to contribute, but also to learn. In otherwords, the participants contributed as well as gaining new skills. This was expressed by each participants, even the illustrator, at the eve of the workshop.

We would greatly appreciated further assistance on such workshops or fundings for such workshops.

In Papua New Guinea, we lack printed materials for NEO- literates and would need more help on material production.

At the same time it is too costly to run such workshops, due to our geographical situation or topography of the country.

WRITERS WORKSHOP – 15–26th APRIL, 1985

PROGRAMME

1st–10th April, 1985 preparation programme communication, correspondence.

11th–14th April, 1985 preparation and arrival of the members.

Monday 15th April, 1985.

- Introduction of the aims and objectives of the workshop.
- Drawing timetable for the workshop.
- Introduce the Asian Joint Production materials and the ACCU materials.
- Selection of materials for translation.

Tuesday 16th April, 1985.

- Translation of the four materials selected.

Wednesday 17th April, 1985.

- Introduction of preparing guide books on printing on new literate materials.
- Identification of a village or project for field visit.
- Discussion on possible problems of the village.

Thursday 18th April, 1985.

- Field visit to the village or project selected.
- Identification of needs and problems of the village or project selected.
- Discussion on the theme and formal for the problems and needs identified and the selection of theme.

Friday 19th April, 1985

- Discussion of themes and formal selected.
- Work out procedures for development. (night films) village theatre.

Saturday 20th April, 1985.

- Options, nights films.

Sunday 21st April, 1985.

- Free (Picnic)

Monday 22nd April, 1985.

- Developing the materials.

Tuesday 23rd April, 1985.

- Developing the materials (Meeting with Youth and women group leaders).

Wednesday 24th April, 1985.

- Field testing the materials produced.

Thursday 25th April, 1985.

- Adjustments and charges
- Discussion on the field testing
- Finalization.

Friday 26th April, 1985.

- Reporting writing.
- Departure for participants

TIME TABLE
WRITES WORKSHOP – 15–26 APRIL 1985

WEEK 1

TIME	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY	SUNDAY
6:00–7:00	Shower	Shower	Shower	Shower	Shower	Shower	Shower
7:00–8:00	Breakfast	Breakfast	Breakfast	Breakfast	Breakfast	Breakfast	Breakfast
8:00–9:00	Introduction	Proceedures for Translation	Guide book	Village Visit	Title Discussion	Direct to Illustrator	Church
9:00–10:00	Timetable	Proceedures for Translation	Introduce discussion	Format of Printing	Discussion on Illustration		
10:00–10:30	Coffee	Coffee	Coffee	Coffee	Coffee	Coffee	Coffee
10:30–12:00	A.C.C.U (AJP) Materials	Translation	Guidebook	Discussion on problem	Material production	Illustration	
12:00–13:00	Lunch	Lunch	Lunch	Lunch	Lunch	Lunch	Picnic
13:00–15:00	Discussion on materials	Translation	Guidebook	Type of materials	Material Production	Market	
15:00–15:30	Coffee	Coffee	Coffee	Coffee	Coffee	Coffee	Free
15:30–16:30	Method of translation	Translation	Problems	Title Selection	Materials Production	Free Time	Free Time
16:30–19:00	Free time Dinner	Free time Dinner	Free time Dinner	Free time Dinner	Free time Dinner	Free time Dinner	Free Time
19:00–20:00	Discussion	Discussion	Discussion	Discussion	Films	Films	Discussion
20:00–20:30	Coffee	Coffee	Coffee	Coffee	Films	Films	Discussion

WEEK 2

TIME	MONDAY	TUESDAY	WEDNESDAY	THRUSDAY	FRIDAY
6:00–7:00	Shower	Shower	Shower	Shower	Shower
7:00–8:00	Breakfast	Breakfast	Breakfast	Breakfast	Breakfast
8:00–10:00	Materials Production	Materials Production	Field Testing	Adjustments	Reporting
10:00–10:30	Coffee	Coffee	Coffee	Coffee	Coffee
10:30–12:00	Material Production	Meeting with Leaders	Field Testing	Adjustments	Reporting
12:30–13:00	Lunch	Lunch	Lunch	Lunch	Lunch
13:00–15:00	Materials Production	Meeting with Leaders	Returning to the Centre	Finalization	Cleaning up
15:00–15:30	Coffee	Coffee	Discussion & Adjustments	Coffee	Coffee
15:30–16:30	Material Production	Material Production	Discussion & Adjustments	Finalization	Departure
16:30–19:00	Free Time	Free Time	Free Time	Free Time	Departure
19:00–20:00	Discussion	Discussion	Free Time	Discussion	Departure

6. PHLIPPINES
(Organization of National Follow-up Workshop)

The follow-up activity of the Second Regional Workshop which was planned for February 4–14, 1985 had to be re-set to March 18–30, 1985 because of the late receipt of the approval of the plan from ACCU. The activity was a training program to train participants in developing neo-literacy materials for both the rural and the urban neo-literates. The objectives were:

1. To provide training experiences to participants from the thirteen (13) regions of the country in:
   a. developing neo-literacy materials relevant to the needs/interests of their communities.
   b. providing neo-literacy materials, including design and illustrations.
   c. adapting and field-testing materails produced

under the Asian/Pacific Joint Production Program of Materials for Neo-Literates in Rural Areas.

2. To produce local prototype neo-literacy materials relevant to needs, problems and interest of the country's neo-literates.

3. To design regional follow-up programs for neo-literates in the country.

The conduct of this workshop as a follow-up program was deemed necessary and very timely for the following reasons:

1. The functional literacy program of the government is hampered by the inadequacy of suitable literacy materials that would prevent neo-literates from reverting to illiteracy.

2. The current economic crisis the country is undergoing has increased the number of school leavers in need of continuing education, outside the formal system.

3. The suitability/relevance of the literacy materials to the needs/interests of the clientele determine to a large extent its utilization and the realization of the objectives.

4. Literacy materials for the country's illiterates and neo-literates differ widely considering the varied dialects, interests, problems, needs, and the culture of the clientele and the resources of the communities.

5. Economic sufficiency of the masses, especially in rural areas, can be achieved by providing neo-literates access to information about livelihood ideas/activities through literacy/reading materials.

It was decided that there was a need to develop neo-literacy materials tailored to the needs of the wide spectrum of the clientele by training BCE (Bureau of Continuing Education) personnel who are at the front lines of the program, as writers and illustrators. Furthermore, it is generally conceded that people tend to use more effectively materials they themselves prepare.

The Workshop

On March 18, 1985 the national workshop was inaugurated at Teachers' Camp in Baguio City with the Deputy Minister in charge of Non-formal Education, the Acting Director and the Acting Assistant Director of the Bureau of Continuing Education (BCE), among others, in attendance. There were 34 participants broken down as follows:

13 Regional NFE supervisors
13 Regional illustrators
5 BCE researchers
1 BCE illustrator
2 Observers

The initial activities of the workshop were devoted to the presentation of reports of the 13 regions of the country on the status of literacy materials production, utilization and lecture discussions.

The reports revealed that NFE workers do not have difficulty preparing basic literacy materials, for majority of them are formal school teachers. The materials they need are not too different from those used in formal teaching. The need for neo-literacy materials, however, is grave. For after the older or more mature out-of-school clientele has learned the basic literacy skills of reading, writing and ciphering, he needs more materials, more than the NFE workers can provide. For instance, the NFE worker can not give a neo-literate farmer with a literacy level of Grade III in formal school, the Grade III books.

Lecture/discussions were conducted on the following topics to provide the participants with the needed background for the workshop that followed:

1. Who are the Neo-Literates?
2. Planning for Neo-Literacy Materials Development
   a. Community Survey
   b. Selection of Theme, Topic and Format for Neo-Literacy Materials Development
3. Formats for Neo-Literacy Materials
   a. Printed Book and Nonbook
   b. Electronic – Radio, Slide Kit, VTR
4. Distribution, Utilization and Administration of Neo-Literacy Materials

Community visits, group work, critiquing, revision and field-testing the materials prepared characterized the rest of the two-week workshop. The workshop also produced at least two kinds of materials for the four formats used. Each illustrator of the 13 regions reproduced all the materials produced to take home. The materials are:

1. Printed Book Materials
   a. "Mother's Milk is Best for Babies" (a booklet with illustrations)
   b. "Water is Life" (a comic booklet)

2. Printed Nonbook Materials
   a. "I Clean, You Clean, We Clean" (an instructional poster)
   b. "Bawal Na Gamot" – Prohibited Drugs (an accordion instructional poster)
   c. "A Small Family Is a Contented Family" (motivational poster)

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3. Electronic-Media Materials
   a. "This Is My Barangay" (a slide kit)
   b. "Core Messages of Population Education" (a taped panel)
   c. "The Lesser, the Better" (a taped drama)

4. Games and Others
   a. "Spin and Learn" (a roulette type of game)
   b. Proverb Card Game

Even as the national workshop was going on, the participants expressed their desire to duplicate the same workshop as their follow-up activity. They saw the need for training the NFE workers, especially in the rural areas, because for more than three years now the Ministry had not undertaken the production of literacy materials for non-formal education. So the NFE worker had to look for literacy materials from other sources, or would produce some from local funds. Too often the materials they can get from other agencies and other sources are too technical or far beyond the level of the neo-literates. They felt that when funds for production become available, then the NFE worker is ready to produce the literacy materials.

Immediately, representations were made with the Minister, and before the workshop came to a close, he approved the follow-up workshops in each of the 13 regions of the country with a fund assistance of 36,500 for each.

The regional follow-up workshops were conducted within the period of five months, from June to October, 1985. The BCE personnel served as consultants and resource persons in the workshops. All told, to date, 504 NFE workers – division supervisors, NFE community coordinators and illustrators – are now trained as neo-literacy writers/illustrators. Each of the 126 school divisions of the country has a team of at least four writers. The same activities were utilized in the regional workshops; lecture discussions, community visits, group writing, critiquing, revision, field-testing and further revision were done. Another dimension was added. It became necessary and very effective to campaign for the social acceptance of NFE and its projects to ward off suspicions and to get the people's cooperation.

In some school divisions where funds are available, follow-up activities of reproduction of the materials produced have been started. The others, however, wait for financial assistance from the Ministry.

It may be mentioned in passing that the needs, interests and problems of the neo-literates in both rural and urban communities are almost identical. Drug addiction of the young, low income, large families, shifting moral values, poor nutrition, among others, are the common ones.

Meanwhile, these follow-up activities on neo-literacy materials development have yet triggered another literacy writing project. A new breed of workers, numbering about half a million, has developed in the Philippines scene. These are the overseas contract workers who leave their families/dependents behind for years of contract work outside of the country. Meanwhile, these families/dependents experience various problems – single parenthood, inability to manage the money sent home, etc. To help them, the BCE embarked on a project for the continuing education of the families of these workers. The first phase is to develop literacy materials to help them solve their problems. A team of writers in a pilot division of every region is now writing these materials. With their background in neo-literacy materials development, they now have more confidence in the work. The project ends in January of 1986. Another follow-up phase, production and utilization, is in the offing. These may very well be considered as part of the chain reaction of literacy materials development that occurred in the country as follow-up of the Second Regional Workshop in Chiang-Mai, Thailand, which the undersigned attended.

7. THAILAND
(Adaptation and Production of AJP materials)

Background

Since the shortage of clean drinking water is a common problem in rural communities, Thailand considered "Poster Production Project for the Rural Water Filter System" an important follow-up activity of the Second Regional Workshop on the Preparation of Literacy Follow-up Materials in Asia and the Pacific. The purpose of this project is to produce a poster on how to purify water by means of charcoal filtering and to disseminate this knowledge to the villagers through the network of Village Reading Centers. Goal of the project was to produce 5,000 posters adapted from ACCU's prototype, namely, "Water Filter Pot for the

Villagers." The Department of Nonformal Education, Ministry of Education, Thailand, is a responsible organization for the project.

Outcome of the Follow-up Activity

The Department of Nonformal Education, Thailand, has fulfilled the purpose of the project by producing 5,000 posters on clean drinking water filter as aimed. Those posters have been sent directly to 72 provinces and 380 public libraries – 35 to 40 posters for each province and 5 posters for each library. The dissemination of the poster through the Village Reading Centers has been carried on by the provinces. Formal evaluation on the poster effectiveness has not yet been conducted. Nevertheless, by observation and informal interview to the villagers, it could be concluded that the poster is quite practical and simplified enough to follow instruction. Thus, it helps the villagers to be able to construct the water charcoal filter themselves. However, it is discovered that most of those who make use of the poster located mainly in the northern part of Thailand.

Supplementary Report on the Other Reading Materials

Besides the poster on water filter pot for the villagers, the reading materials produced by the Department of Nonformal Education included reading materials for neo-literate, reading materials for the country people, wall-newspaper, fly-sheets, and stickers.

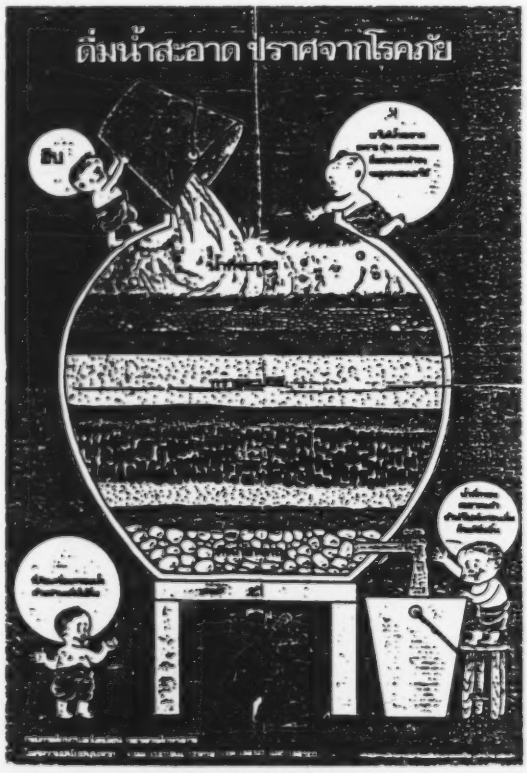
Main purpose of the reading materials for the neo-literate and country people is to expand reading skill and maintain reading retention. Also, it aims to give general information on health, agriculture, local laws, social problems, local occupations and others aspects which considered indispensable for the better living.

Fly-sheets aims to give information on daily life problems. Along with those, knowledge of an appropriate technology is also included.

Posters and sticks are produced for the pursuasive and stimulating purposes. It tries to convince and pursuade the neo-literate to maintain and expand reading skills, stimulate the literates to help and participate in the National Illiteracy Campaign Project.

Wall-newspaper intends to give general information which the villagers should know. Also, it introduces some essentials knowledge for life improvement and the better living. The identity of this type of reading materials is one-sided printing in order that it can be put on the wall for reading convenience.

All of these reading materials have been disseminate through the public libraries and Village Reading Centers which are located around the country.



Thai edition of "Filteration"

CHAPTER III

DISTRIBUTION AND UTILIZATION OF READING MATERIALS IN RURAL AREAS OF JAPAN

(1) Literacy and Rural Development in Japan

(2) History and Distribution Method of Monthly Magazine in Rural Areas of Japan

(1) Literacy and Rural Development in Japan

by Takeshi Okubo
Rural development Planning Committee, Japan

Theme

Literacy is fostered and spread through comprehensive and systematic local activities which comprise rural development (community building).

From the experience of rural development (community building) in Japan.

I. Prologue

1. A. Unprecedented Information Assimilation
– The Education Movement –
   1) From ancient times to the middle ages – assimilation of the Sui and the Tang culture from China.
   2) Meiji Restoration; from 1868 – introduction of modern civilization from the west
   3) After World War II (1945) – introduction of science and technology mainly from the USA
      * Agrarian culture, based on paddy cultivation, was introduced from the ancient period laying the foundation of Japan's agrarian society.
      – common basis of Southeast Asian social structure

   B. The Economic Giant Built Upon the Education Giant

   Japan was established as an economic giant only after and within a very short time of first being established as an education giant.
   * By the end of the feudal period, independent temple schools had spread throughout most of the country, promoting literacy, in the form of reading, writing and arithmatic. This formed the basis of the school system which developed after the Meiji Restoration.
   – Reference: "The Economic Growth of Japan Through the Eyes of a Chinese Reporter" by Zhou Bin

2. The Effects of Economic Growth on Agriculture and Rural Communities

A. Pros

Development of industry . . . increased methods for agricultural production and improved efficiency

Expanded employment opportunities . . . higher urban population and trend towards forming as a side job

Increased national income . . . increased expenditure on food and diversification of diet

Improved transportation and marketability . . . establishment of food distribution system

Economic expansion of national and local governments . . . increased redistribution of income (subsidies for smaller industries, social insurance); fostering of increased food production; and, improvement of rural living conditions.

B. Cons

Destruction of natural environment by rapid development . . . reduction of forests and farmland, increased land price, disasters

Sudden decrease in rural population and number of farmers . . . lack of successors in farming, only elderly citizens remain in villages

Intensification of market competition . . . unstable prices

Over investment in farm inputs . . . unstable farm management (price support policy)

Sudden increase in pollution . . . air and water pollution, acid rain, pollution from agricultural chemicals, destruction of the soil

Sudden increase in imported farm products . . .
rate of self-sufficient grain supply: 30%
rate of self-sufficient fodder supply: 27.9%

Total Number of Farm Households

in 1960: 6.06 million
in 1984: 4.36 million

(1) Type of Farm Households (%)

Type	Year	
	1960	1984
Farming Only	34.3%	12.8%
Main Occupation Farming plus Supplementary Work	33.6%	15.0%
Main Occupation Non-Farming; Farming Secondary	32.1%	72.2%

(2) Farm Communities (combination of farm and non-farm households)

Type of households	Year	
	1975	1980
Farm	30.0%	23.0%
Non-Farm	70.0%	77.0%

NB: Farm communities is 1980 totalled 142,384 while those in 1975 totalled 152,431 with an avearge of 141 households per community and an area of 244 ha (8.7% paddy, 6.8% field crops)

(3) Household Income (1983)

Source	Amount (¥)
Farm Income	980,000 (15.1%)
Non-Farm Income (including social insurance, pension and annuities)	5,490,000 (84.9%)
Total	6,470,000

(4) Sudeen Rural Population Decrease and the Three Major Cities (Tokyo, Osaka, Nagoya)

The three major cities comprise 45.5% of the national population, 54% of industrial shipping, 70% of wholesale trade, 83% of company main offices, and 68% of university students. The number of rural communities affected by sudden population decrease represents 35.4% of the total number of towns and villages in Japan, covering 45.8% of total land area and comprising 7.2% of the total population.

II. Literacy and Rural Development Methods

1. The Process of Agricultural and Rural Development

A. Increased food production (until around 1965)

B. Controlled production (from 1970)
- including rice, fruit, sericulture, tobacoo and dairy products

C. Community building movement

1) Back to the village, back to the island movement
- sense of crisis in mountain and isolated island communities suffering from sudden population reduction

2) Hometown movement (from 1974)
- membership of urban members who pay membership fees, visit the village and are sent local products

3) One village, one speciality movement (1979)
- production of special local products in each community

4) Direct delivery (by passing the market)
- direct ties with urban consumer groups and consumers cooperatives

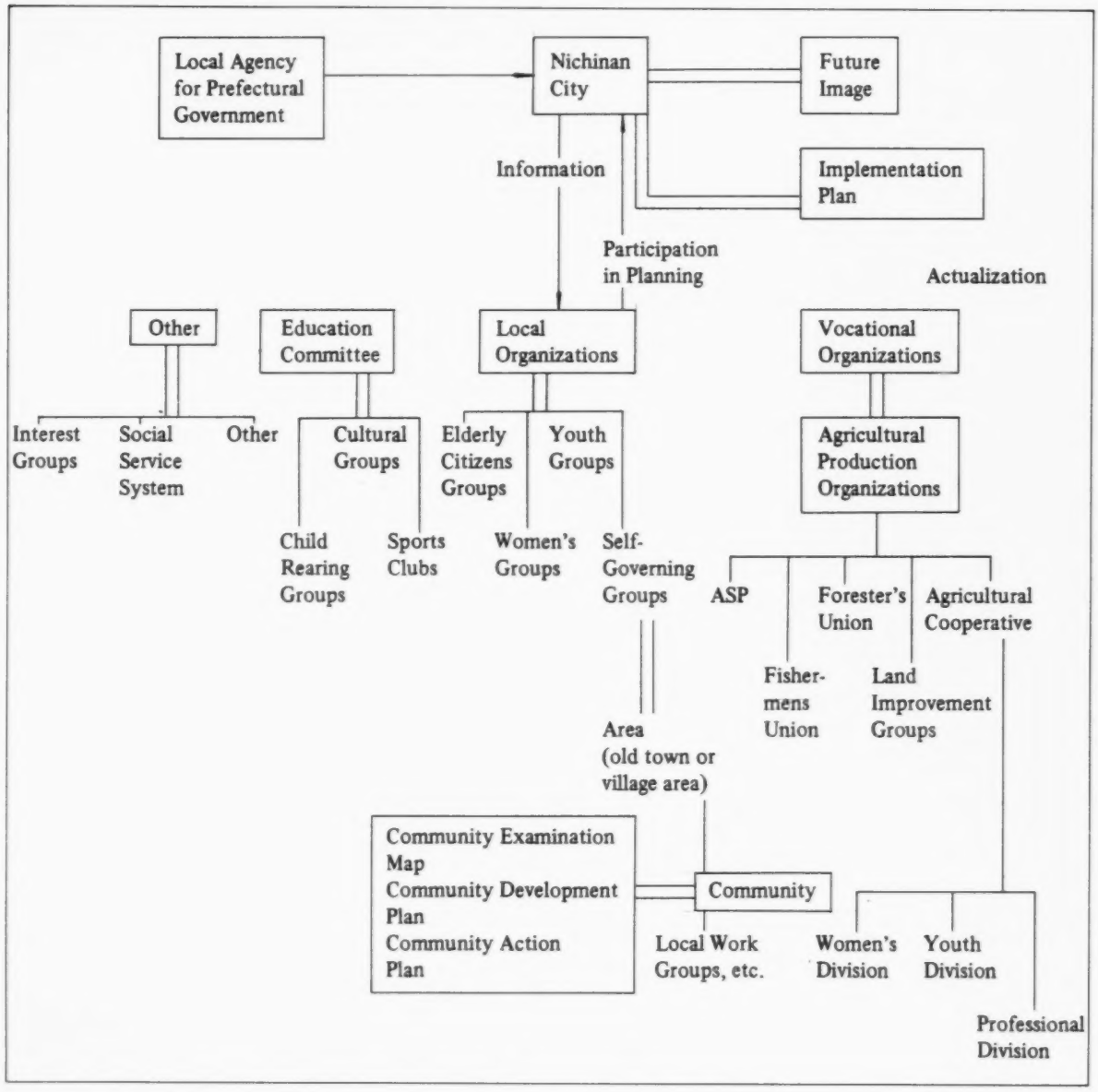
5) Organic farming
- direct ties with consumers groups which advocate controls on or elimination of use of agricultural chemicals and chemical fertilizers.

6) Expansion of small-lot distribution of local specialities
- 100,000 outlets and small-lot shipping enterprises handling 150 million items annually
- 73,000 post offices, the national railway and other shipping concerns
- also, products are sent directly to the urban consumers house by the local agricultural cooperative or by individuals.

7) Community development and promotion movement
- centered around the towns or village, an overall rural development plan is formulated including development of local specialities, establishment of tourist facilities and a production base, and improvement of living conditions thereby stimulating involvement of local residents

2. Interdependence of Literacy Development and Rural Development Methods

A. Process of Community Development (example: Nichinan City, Miyazaki Prefecture, Japan)



B. Discussion Promoting Movement

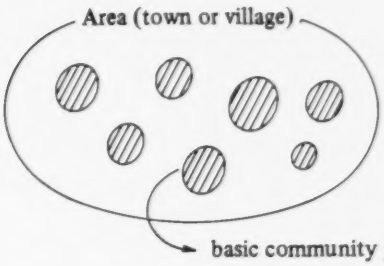
1) Objective:
Establishment of a community which will become the basis of community development through expression of ideas and uninhibited exchange of opinions & among residents; identification of both positive and negative aspects of the community's living conditions, culture, industry etc. though discussion; mutual agreement on the future objective; firming of resolve to realize this goal with full participation of each member.

2) Method:
As it is difficult to provide each member with an opportunity to speak at community meetings when all members are present, meetings to make important decisions requiring full attendance will be held only once or twice a year.
Small groups are preferable for frank and open discussion. In addition, groups divided according to age, sex and profession should comprise production and research groups, while those divided according to cultural activities etc. could include interest groups, pleasure groups, sports

groups and festival and events groups. A group leader should be appointed to steer the group towards community development activities, and meetings between group leaders should be held fairly frequently to ensure coordination with the community as a whole.
At each type of group meeting, various materials on the special characteristics of the village, etc., should be prepared and each information offered. This is also the best opportunity to use materials of the literacy movement. All residents should participate in some group.

3) Summary:
The above two items are to be implemented by the basic community. Where more than one community group exists, they should be implemented within each group.

Example:



C. Identification of the Type of Basic Community Group

1) Occupation:
The following information should be tabulated for each household as well as for the entire community.

Agriculture
- rights of landowners, tenants, etc. water rights conditions, farmers, farm tools, equipment and machinery, vehicles such as cars, one or two-wheeled vehicles, etc. crops, cropping pattern and unit yield, communal facilities, livestock raising situation, annual volume of sales, other.

Non-Agricultural Occupations
- fisheries, manufacturing and other non-agricultural occupations, commuter jobs, other

2) Lifestyle/Living Standards

Household Consumption (tabulated for each household)
- completely self-sufficient food supply, partially sufficient, totally dependent on purchased food
- drinking water supply conditions
- invalids - present or not
- school children

Environment = An overall map of the community should be drawn up showing the following
- areas requiring road repair, emergency water supply for fire fighting, fire fighting equipment danger zones along the river, flood prevention works, public square, children's play grounds, other

3) Culture = A complete record should be complied.
- local attractions (archeological sites, special foods, trees, temples, etc.)
- local history
- local legends
- traditional crafts or skills, related to production, culture or daily life
- traditional events or folk arts and crafts

4) Information = A summary should be made of general conditions
- information dissemination conditions at the administrative or group level, etc. and extension of telephones, television, radio, magazines and newspapers

5) Survey Activities and Literacy
Survey of the above 4 items should be divided among community volunteers and the results of data compilation (with individuals' names deleted) should be published and discussed by all members to increase their understanding and awareness. Literacy will be promoted through the survey activities.

D. Community Economy: a summary of general conditions will be made

1) Cash Income
Annual cash income for the entire community will be estimated and future production trends, and direction of rational improvements in living conditions will be studied through discussions.

2) Identification of Undeveloped Community Resources
Undeveloped resources such as farm land, meadows, mountains and rivers will be thoroughly investigated and exploitation methods will be studied.

3) Constructive Use of Local Energy Resources
Conversion of methane gas into fuel (using human and animal waste, compost, etc.)

Windmill (for drainage, pumping-up, sawmilling, flour milling, rice milling, etc.)

Water Wheel (for drainage, pumping-up, sawmilling, flour milling, rice milling, etc.)

Minihydropower

Solar energy (heating, electricity)

Tidal energy

Thermal energy

3. Community Development Plan

A. Future Objectives (future image of the community)

The future image of the community will be identified through activities B, C and D in item 2 above. On the basis of this image, a community development plan will be formulated and concrete goals for attainment of this mutual objective determined.

With the basic community group(s)' objective(s) established, the overall objective for the entire area will be determined through the implementing organization described in item 2. A.

B. Realization of Future Objective

1) Determination of Items to be Achieved
Items which must be achieved in order to realize the future objective will be organized over a 10 year period, and annual plans will be established.

2) Division of Labor
Residents will be divided up to work on different items and an implementation system will be established. All community members should participate.

3) Leader Training
Management, technical and other leaders will be required for each level; occupational, lifestyle and cultural, and accordingly training of such leaders will be necessary.

C. Record of Community Development

As community development is a new step in the history of the community structure, the entire process should be recorded for future generations.

4. Role of Administrative Agencies

A. Integrated Implementation by Administrative Agencies

Systemized instruction in new technology should be undertaken by research agencies, etc. at the central and local level, strengthening the training and advisory capacity of each section. These agencies should also draw up a leader training program.

B. Designation and Support of Community Development Area

A model area should be determined annually for intensive instruction and extension of training benefits.

5. Financial Measures

1) The principle of community development is rural development through the efforts of the local residents themselves. However, some financial support will be necessary in the initial stages of development to introduce methods for plan realization, implementation, and leader training, and to make sure the plan is thoroughly understood by the participants.

2) To stimulate activities in the designated areas, annual progress report meetings, reserach groups and training sessions, etc., should also be supported and inspiring examples of progress should be commended.

3) Materials of various types are essential for surveys and discussions in the designated areas. Materials will also be required in correspondence with increased literacy. Sufficient support will therefore be required from the first stage of development for printing equipment, paper, etc.

(2) The Role of Ie-No-Hikari in Rural Development
An Experience in Publishing and Cultural Activities in Japan

In the early days of the magazine *Ie-No-Hikari* (The Light of the Home), those who did not know the objective of its publication, sneered at it saying, "If the number of circulation reaches a million copies, you can make dead trees blossom again." It was indeed nothing less than a miracle that *Ie-No-Hikari*, with no capital investment and no divided, was already publishing an epoch-making large number of copies within ten years after its first appearance in 1925.

What Is Ie-No-Hikari?

The Ie-No-Hikari Association can be defined as the National Publishing Federation of the Agricultural Cooperatives which is in charge of agricultural education by means of publishing. Membership is made up of fifty-two organizations including the forty-seven Prefectural Central Unions of Agricultural Cooperatives, the Prefectural Welfare Federation of Agricultural Cooperatives and four National Agricultural Cooperative Organizations.

The Ie-No-Hikari Association carries out a wide range of activities for enhancement of culture and education in rural areas: publication of monthlies, *Ie-No-Hikari*, *Chijo* (The Good Earth) designed for rural leaders, and *Kodomo-no-Hikari* (The Light of the Children), publication of books, and planning and production of TV programmes. Its major publication, *Ie-No-Hikari*, is a comprehensive monthly magazine edited is such a way that every member of a family, which is a member of an agricultural cooperative, can enjoy reading it. *Ie-No-Hikari*, with 55 years of history, now enjoys the largest circulation among the monthlies in Japan, publishing 1.2 million copies each month. Its December 1979 issue, with the supplement "Ie-No-Hikari Kakeibo" (housekeeping accounting book), recorded 1,525,000 printed copies.

The Ie-No-Hikari Association has the following characteristics in terms of management and administration.

1. The Association is a non-profit cooperative organization without capital. Its publishing is based on subscription.

2. There are no returned books because members places advance orders for books and magazines through local agricultural cooperatives.

3. In case business goes into the black, the surplus is always returned to its readers through various cultural activities sponsored by the Association.

4. Agricultural cooperatives regard works related to Ie-No-Hikari as one of their educational and cultural activities, and are responsible for taking orders, remitting of money and distributing of books and magazines. Therefore, the Association can distribute books and magazines directly to agricultural cooperatives and bill them.

Ie-No-Hikari and Farmers in the Cooperative Movement

The cooperative movement in Japan reached full scale when the Industrial Cooperative Association Law was promulgated in 1900. In the 1920s, Japan was hit by the worst financial panic on record. It created unemployment for hundreds of thousand workers; farm economy fit bottom. Some farmers even had to resort to dealing in human traffic, and disputes between landowners and tenant farmers increased.

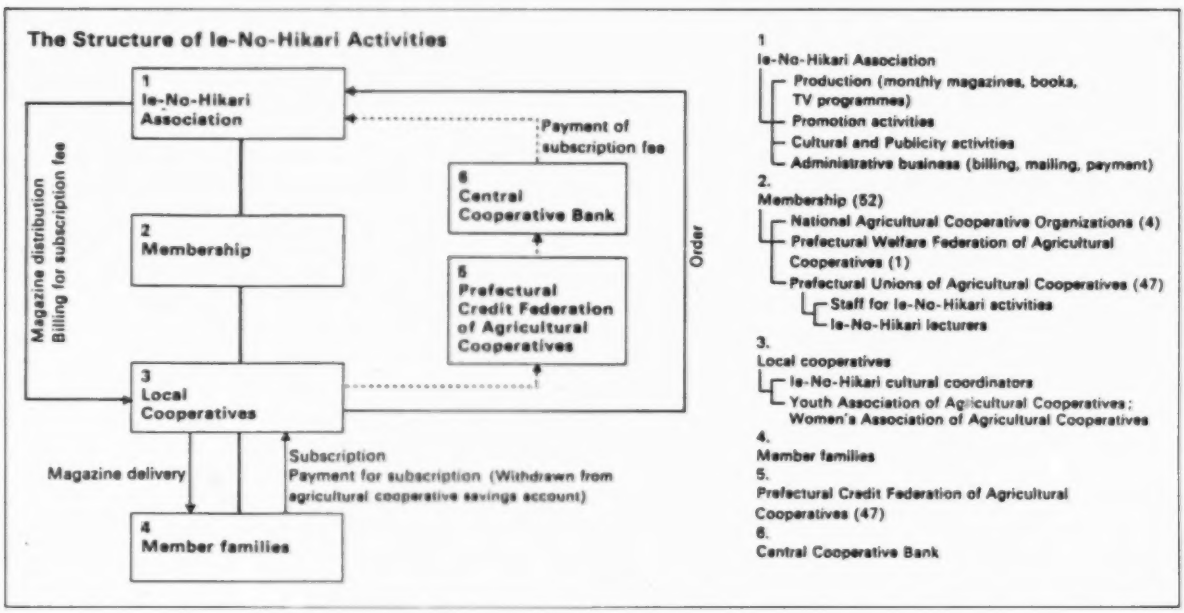
Under such financial and social conditions, the Central Union of Agricultural Cooperatives worked hard to find a break-through for the relief of rural people. They finally reached the conclusion that relief could only be achieved by means of expansion and strengthening of cooperative projects as well as the enhancement of living standards and the cultural level of farmers in general. Thus, the Central Union initiated the publication of *Ie-No-Hikari* as one of the tools to educate farmers on the family level. In other words, *Ie-No-Hikari* sought to achieve promotion of cooperative movement as a breakthrough of rural economic recession and the raising of the farmer's living standard economically, socially and culturally.

The purchase power of farmers was so low in the days of recession that even a very cheap magazine costing only 20 sen (¥0.2; approx. US$0.08) was beyond the reach of the majority of farmers. Therefore, until 1928 the circulation stagnated at about 20 thousand a month, and there were times when the magazine almost went out of existence. Fortunately, however, agricultural cooperatives had ceased to be mere economic organizations by that time, and had grown to be spiritual and reliable movements based upon cooperativism, mutual help and mutual prosperity. Officers who were commissioned to spread the magazine all over Japan and readers voluntarily formed the "Ie-No-Hikari Kai" (Light of the Home Group). This contributed to circulation growth and helped inspire the distribution system. As a result, the initial target to publish 100 thousand copies a month in ten years was realized as early as in 1931, only seven years after the foundation.

Ie-No-Hikari was generally called "cooperative magazine. "The price was less than half that of the ordinary magazine, and the target reading audience was not only the head of the family but also the housewife, the children, and the eldery. In other words, it was a family magazine which all the members of a family could enjoy reading. The editorial philosophy of the magazine was that no matter how much the head of a family was interested in and involved in aglicultural cooperativism, the cooperative would never develop unless other members of the family were equally interested in it.

Ie-No-Hikari magazine in this way contributed greatly to the promotion of various agricultural cooperative movements, especially in 1933 and later, when there were large movements to establish an agricultural cooperative in every village and town all over Japan, to make every farmer a member of the cooperative, and to let each participate in the management of the cooperative.

The circulation of *Ie-No-Hikari* made rapid growth parallel to the expansion of agricultural cooperatives; it reached 1 million in 1953, and 1.53 million in 1943.



Ie-No-Hikari and Continuous Education

Various policies established by the Government after the war to democratize rural sectors, including land reform, had brough forth positive and negative effects on farmers. On one hand, new owner farmers were motivated to improve agricultural management, and women and young people felt they were emancipated and were thirsty for knowledge. On the other side of the coin, many agricultural cooperatives were in the red because of economic disorder after the war.

In the reconstruction of those hard-hit cooperatives and for the increased production of food, the largest obstacle was found to be the lack of education on the part of farmers. The mission of *Ie-No-Hikari* as a magazine of education and enlightenment of farmers was recognized and emphasized once again.

In 1944, the Ie-No-Hikari Department was separated from the Central Union of Agricultural Cooperatives and the Ie-No-Hikari Association became an independent publisher of the magazine.

The circulation of *Ie-No-Hikari* reached a low of 200 thousand copies in 1948 due to a shortage of paper, but after that it increased steadily year after year and soon surpassed 1 million copies.

When we speak of the growth of the magazine, we should note that the aim of Ie-No-Hikari activities is not merely the increase of circulation but educational and cultural activities, whose achievement can be measured by the amount of circulation. As stated ealier, one of the characteristics of Ie-No-Hikari is that the profits gained from the sales of the magazine are shared with the cooperative members in the form of book reading circles, lectures, motion picture programmes, and other cultural of days devoted to such cultural activities amounted to 3,000 days in the year 1954, an average of 8 cultural meetings a day. Here we must not overlook the positive contribution of Women's Associations of Agricultural Cooperatives. Women's Associations were organized in the respective agricultural cooperatives one after another at various places all over the country. The Women's Associations' active cooperation in the educational and cultural activities of Ie-No-Nikari promoted women's

participation in the Ie-No-Hikari activities on a constant basis. We can learn here that continuous education of members of agricultural cooperatives through various activities is a key to the success of *Ie-No-Hikari* and eventually to the success of enhancement of the "co-operative spirit."

Changing Demands

In 1956, the Ie-No-Hikari Association increased the the quality and quantity of pages with visual appeal, taking into consideration the impact of television. Offset and gravure printing were used more and more. A special issue which had been published once a year was discontinued, and instead, special supplements were issued twice a year to meet the demand of readers. The supplements covered mainly the topics of the betterment and rationalization of living.

On the other hand, Japanese economy maintained a growth rate of ten per cent per annum after 1959. Rapid inflow of farming population into urban areas brought drastic changes to rural communities; there was a sharp increase of part-time farmers and drastic decrease of full-time farmers.

In 1961 *Ie-No-Hikari* enlarged its format (from 148 mm x 210 mm to 182 mm x 257 mm) and the type size were also enlarged. As television became popular, the number of photographs in the magazine was tripled, and visual appeal was given priority in both cultural and practical articles. Although the magazine maintained its original policy, "A Home Magazine for Every Member of a Family", more emphasis was given to pages for housewives, adding the flavour or women's magazines. In that year, the circulation reached a record 1.8 million copies.

As social changes became more drastic, the number of agricultural cooperative members who did not engage in farming increased. In order to keep its non-farmer readers, the Ie-No-Hikari Association started a city edition of *Ie-No-Hikari* in 1972. The city edition carries no pages on agriculture.

The present editorial policy of *Ie-No-Hikari*, in pursuit of improving agricultural management, living standards of the farmers, and agricultural culture, is to introduce more quality articles on promotion of good health, protection of agricultural economy, increase of consumption of agricultural products and live-stock products, and the problems in the society with increased number of aged people. The meet the demands from the readers, it encourages readers to contribute more to the magazine and allows more pages for this. It now publishes five supplements a year, one of which is the "Ie-No-Hikari Kakeibo".

In the meantime, to promote actual utilization of articles of *Ie-No-Hikari*, the Association encourages the grouping of readers, such as into study circles of women or cooking classes, using *Ie-No-Hikari* as a text, and it sends, lecturers to the gatherings of such groupings. It also holds readers' conventions at the town, city, prefectural and national levels. At every level, representatives of readers make a presentation on how articlds of *Ie-No-Hikari* are utilized to improve living standards and agricultural mangement. At the national convention (held every February) nine delegates who have been selected from forty-seven preliminary delegates (one delegate per prefecture) compete with each other for the Grand Prix which is awarded by the minister of agriculture, fishery and forestry.

Also to enhance the educational and cultural and living standards, the Association has undertaken cultural activities besides publishing and promoting *Ie-No-Hikari*. They include holding cultural seminars, giving the Cultural Prize to selected qualified promotion campaigns. The readership promotion has been realized by nation-wide book reading and learning activities, namely the "Ten-minutes a Day – Dialogue with a Book" campaign, the nation-wide book reading and learning month, essay contests inviting the members to write an essay on their book-reading and study, and the national book reading survey in rural areas (conducted since 1946).

Operational Setup of Ie-No-Hikari

The various programmes and activities and the financial system of the Ie-No-Hikari Association are set up in the following way.

1. *Payment of Promotion Fee*

The Ie-No-Hikari Association pays the members of the Prefectural Central Unions of Agricultural Co-operatives, seven per cent of the fixed price per sold copy of the magazine. The payment is made in four installments a year for the purpose of promoting Ie-No-Hikari activities. The Association pays fifteen per cent of the fixed price per sold copy of *Ie-No-Hikari* to local cooperatives, and for *Chijo* and *Kodomo-no-Hikari*, ten per cent of the fixed price per copy.

2. *Payment of Expense Incurred by Subscription Promotion*

Three per cent of the fixed price per sold copy is paid to member cooperatives (Prefectural Central Unions of Agricultural Cooperatives). Books are sold to cooperatives who take advance orders (such cooperatives amount of 3,936 at present) at fifteen per cent less than the fixed price.

3. *Financial Assistance to the Women's Associations and the Youth Associations of Agricultural Co-*

operatives

4. *Annual Subscription with Advance Payment*

In case a reader pays annual subscription fee of advance, he will have to pay only an eleven months-worth fee.

5. *Assignment of the Ie-No-Hikari Staff at Prefectural Central Union of Agricultural Cooperatives*

The Ie-No-Hikari assigns one pertinent staff to each agricultural cooperative and pays ¥50,000 as personnel expenses per month. His jobs will include: (1) systematic distribution and promotion of publications of the Association, (2) holding of Ie-No-Hikari cultural activities and promotion of utilization of articles, and (3) training of Ie-No-Hikari cultural supervisor at local cooperatives.

6. *Assignment of a Ie-No-Hikari Cultural Supervisor*

The Ie-No-Hikari Association assigns a cultural supervisor to each local cooperative. His responsibilities are: (1) systematic promotion and distribution of Ie-No-Hikari publications, which are the basis for the promotion of educational activities, and (2) promotion of utilization of articles of the magazine.

7. *Assignment of Editorial Correspondents*

The Ie-No-Hikari Association assigns two editorial correspondents per prefecture to upgrade the contents of articles of local nature. They dispatch prefectural news at least once a month.

8. *Assignment of Monitors*

Some readers are assigned as monitors to express views on behalf of readers. From 1958, monitors were assigned to local communities.

Conclusion

The circulation of *Ie-No-Hikari* magazine reached 1 million copies as early as in 1935. The reasons for such rapid growth may be attributed to the following factors: (1) There was virtually no illiteracy, as compulsory education, started in 1872, was well established all over Japan; (2) Agricultural cooperatives were initially established as credit societies, but changed their character to become very unique, multi-purpose co-operatives in 1906 when they started marketing, purchasing, etc.; (3) Every farmer became a member of an agricultural cooperative in his community.

Ever since its foundation, *Ie-No-Hikari* has consistently contributed to the enhancement of the "co-operative spirit" among its readers, promulgation of public relation materials, and expansion of cultural activities. It has also worked hard to improve agricultural management, living standards of members and agricultural culture, in cooperation with local agricultural cooperatives. Agriculture is now facing a very severe situation both at home and abroad. This is a time when the Ie-No-Hikari Association is expected to play even a larger role than before.

(by Kunio Makino Ie-No-Hikari Association)
from Asian Book Development Newsletter Vol. x 1 No. 4 March 1980.

• The reason why "IE-NO-HIKARI", the monthly magazine of Agricultural Cooperatives, has a constant circulation of 1.2 million.

(1) Long history

The magazine, "IE-NO-HIKARI" has been continuously published since 1925. There are few magazines in Japan that have so long a history as 56 years.

(2) Relation between the magazine, "IE-NO-HIKARI" and Agricultural Co-operatives

The object of the magazine, "IE-NO-HIKARI" is to make the members of Agricultural Co-operatives and their families understand significance of Agricultural Co-operative movement. It is not a mere women's magazine or agricultural magazine. At present, its publication and utilization are important means for education activities carried out by Agricultural Co-operatives for their members and their families.

(3) Power of Agricultural Co-operatives

4500 Agricultural Co-operatives are organized by 4.74 million of Japanese farming families. The magazine, "IE-NO-HIKARI" is distributed through this net-work.

(4) The magazine "IE-NO-HIKARI" puts itself in readers' place

There are innumerable magazines published in Japan. But, it is only IE-NO-HIKARI that is edited from the standpoint of famers and Agricultural Co-operatives. In addition, IE-NO-HIKARI Association makes constant efforts to put such contents in the magazine that can be useful for the readers who are members of Agricultural Co-operatives and their families.

ANNEX AND APPENDIX

ANNEX

1. General Information
2. Schedule of the Workshop
3. List of Participants
4. National Follow-up Activity Plans Prepared by National Team of the Participants in the Workshop

APPENDIX

1. Opening Address by Mr. Toshiyuki Hattori
   Acting President, ACCU
2. Welcome Address by Mr. Nobuo Nishizaki
   Deputy Director General, Minister's Secretariat,
   Ministry of Education, Science and Culture of Japan
3. Address by Mr. T. M. Sakya
   Educational Advisor, Unesco Regional Office for
   Education in Asia and the Pacific (ROEAP)

ANNEX 1. GENERAL INFORMATION

The Asian Cultural Centre for Unesco (ACCU) will organize a Third Regional Workshop on the Preparation of Literacy Follow-up Materials in Asia and the Pacific in collaboration with the Unesco Regional Office for Education in Asia and the Pacific (ROEAP) and with the co-operation of the Japanese National Commission for Unesco.

1. Time and place

The Workshop will take place in Tokyo (Japan) from Tuesday 26 November to Tuesday 3 December 1985.

2. Objectives of the Workshop

The objectives of the Workshop will be to provide training experiences, concerning the neo-literate materials relevant to the needs of the rural people, to participants from Unesco Member States in the region in:

(1) developing neo-literate materials.
(2) the production of neo-literate materials, including design and illustration.
(3) the distribution and utilization of neo-literate materials.

3. Work of the Workshop

To achieve the above objectives, the work of the Workshop will consist of the following matters:

(1) Development of effective formats of neo-literate materials: theory and practice
   a. Discussion with the technical advisers on the production of posters, booklets, games and other types of materials.
   b. Exchange of experiences and views on material production in the respective countries.
   c. Practical training of participants on designing and layout of neo literate materials.

(2) Development of the content of neo-literate materials which contribute to the improvement of rural living, especially focusing on the role of women in rural areas.
   a. Discussion with the technical advisers in the field of rural living improvement.
   b. Study visits. (agricultural co-operatives, a publishing house of magazines/books for rural areas in large circulation, Rural Life Research Institute, etc.)

(3) Modification and adaptation of new drafts of neo-literate materials to be produced under the Asian/Pacific Joint Production Programme of Materials for Neo-Literates in Rural Areas (AJP).

(4) Selection of representative neo-literate materials from participants' countries. (Selection of materials to be included in a book provisionally entitled "Collection of Model Materials for Neo-Literates in Asia and the Pacific".)

(5) Exchange of information on the utilization of neo-literate materials in participants' countries.

4. Participation

(1) Participants: The Unesco National Commissions of the following 13 countries: Bangladesh, China, India, Indonesia, Laos, Malaysia, Maldives, Nepal, Pakistan, Papua New Guinea, Philippines, Viet Nam, and Thailand, will be invited to nominate one participant each.
The participant from each country should be the person involved in developing neo-literate materials (e.g. planning, editing, illustrating, drawing of materials or otherwise producing them) in a central organization of material production in his/her country, and did not participate in the two workshops organized so far by ACCU in 1983 and 1984.

(2) Resource persons: One resource person will be invited from each of the countries which successfully conducted national follow-up activities of the Second Regional Workshop on the Preparation of Literacy Follow-up Materials in Asia and the Pacific (Chiangmai, Thailand, October 1984) to present reports on the outcome of the follow-up activities. The resource person should be the person who were actually involved in the promotion of the follow-up activities.

(3) Technical adviser: There will be several technical advisers from Japan who will be experts on material production or on improvement of rural living.

(4) Unesco: Unesco may send representatives from ROEAP.

(5) Observers: Following organizations will be invited to send observers at their own cost:
   a. UNICEF (United Nations Children's Fund)
   b. INNOTECH (Southeast Asian Ministers of Education Organization, Regional Center for Educational Innovation and Technology)
   c. Asian-South Pacific Bureau of Adult Education
   d. IRA (International Reading Association)
   e. Other organizations concerned

5. Materials to be submitted by the participants in advance

(1) Neo-literate materials such as booklets, posters and games, representing the materials produced in participants' countries with short information notes and summary of the texts in English. (Maximum five kinds per country.)
These will constitute candidates of materials to be included in the "collection of Model Materials for Neo-Literates in Asia and the Pacific".
(2) Brief explanation notes on the above materials. (Their purpose, contents, production process, utilization, evaluation, etc.)
(3) Brief report on the experiences of the national follow-up activities. (Resource persons only.)

6. Materials to be submitted by ACCU

(1) "Guidebook for the Preparation and Production of Materials for Neo-Literates" (finalized version)
(2) a. Recently completed AJP Materials
b. New drafts of AJP Materials to be modified and adapted by the participants
– drafts developed and field-tested by the Second Regional Workshop at Chiangmai
– drafts newly prepared by ACCU

7. Programme

For programme, see "Tentative Programme"

8. Working language

The working language of the Workshop will be in English.

9. Financial arrangements

ACCU will provide each participant and resource person with a direct economy class return air ticket between the airport nearest to his/her residence and Tokyo, and with daily subsistance allowance of 12,000 yen (equivalent to US$50.00 as of 2 August 1985) from Monday 25 November to Tuesday 3 December 1985.

10. Correspondence

All the correspondence concerning the organization of the Workshop should be addressed to:

The Director-General
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Japan
Cable address: ASCULCENTRE TOKYO
Telephone: +81 (3) 269-4445

ANNEX 2. SCHEDULE OF THE WORKSHOP

26 November (Tue.)

9:00	Leave Tokyo Garden Palace
9:30 – 10:00	Registration
10:00 – 10:30	Opening of the workshop
10:30 – 10:45	Coffee break
10:45 – 11:50	General Session 1. Introduction by ACCU of AJP Programme 2. Briefing about the workshop activities by Mr. T. M. Sakya, Unesco ROEAP
11:50 – 12:00	General session Election of Office bearers (Chairperson/Vice chairperson/ Rapporteur)
12:00 – 13:30	Lunch given by ACCU
13:30 – 15:30	General session Reports on the experiences of national follow-up activities of 1984 Second Regional Workshop (7 countries)
15:30 – 15:45	Coffee break
15:45 – 17:30	General session – continued –
17:30 – 18:00	General session 1. Presentation on recently produced AJP materials 2. Introduction of new drafts of neo-literate materials to be produced under AJP (4 drafts planned by 2nd Workshop/ 4 drafts newly planned by ACCU)
18:30 – 20:00	Reception hosted by Director-General of ACCU

27 November (Wed.)

9:30	Leave Tokyo Garden Palace
10:00 – 10:45	Group works – (2 groups) Modification and adaptation of new drafts of neo-literate materials to be produced under AJP
10:45 – 11:00	Coffee break
11:00 – 11:30	Groups works – continued –
11:30 – 12:00	General session Presentation of the results of group works
12:00 – 13:30	Lunch
13:30 – 15:00	General session (Lecture and discussion "Development of effective formats of neo-literate materials" – by Dr. KAKO Satoshi Director, Educational Research Centre
15:00 – 15:15	Coffee break
15:15 – 16:15	General session – continued – (Discussion with Dr. Kako)
16:15 – 16:45	Snack
16:45 – 18:15	General session (Lecture and discussion) "Rural development & literacy" – by Mr. OKUBO Takeshi Senior Researcher Rural Development Planning Committee
18:15 – 18:45	General session – continued – (Discussion with Mr. Okubo)

28 November (Thur.)

9:30	Leave Tokyo Garden Palace
10:00 – 12:00	Study visit – IE-NO-HIKARI Association (Association for Education and Publications on Agricultural Cooperatives) "History and distribution method of monthly magazine 'IE-NO-HIKARI' in rural areas" – by Mr. SHIMAUCHI Yoshiyuki Manager, Editorial Bureau IE-NO-HIKARI Association
12:00 – 13:30	Lunch
13:30 – 15:00	Group works – (3 groups) Development of draft materials by improving the formants and expression of the existing materials for neo-literates (materials produced in Asian and Pacific countries, and AJP materials) Group A. – booklets from posters, games and others Group B. – posters from bookelts, games and others Group C. – games from booklets, posters and others
15:00 – 15:15	Coffee break
15:15 – 16:30	Group works – continued –
16:30 – 17:00	Snack
17:00 – 19:00	Group works – continued –

29 November (Fri.)

9:00	Leave Tokyo Garden Palace
9:30 – 10:30	Group works – continued –
10:30 – 10:45	Coffee break
10:45 – 12:00	Group works – continued –
12:00 – 13:30	Lunch
13:30 – 15:00	Group works – continued –
15:00 – 15:15	Coffee break
15:15 – 17:00	Group works – continued –

30 November (Sat.)

7:15	Leave Tokyo Garden Palace by bus

10:00 – 12:00	Study visit Mishima Agricultural Cooperative (in Sizuoka Prefecture)
12:30 – 14:00	Lunch
16:00	Arrive at Hotel de Yama (in Hakone)
18:00 – 20:00	Dinner given by ACCU

1 December (Sun.)

8:30 – 9:30	General session at the meeting room of Hotel de Yama – Presentation on national follow-up activities by ROEAP/ACCU
9:40	Leave Hotel de Yama
10:00 – 10:30	Sightseeing at Lake Ashi by boat
12:00 – 13:00	Lunch given by ACCU at Hakone Highland Hotel
15:00	Arrive at Tokyo Garden Palace

2 December (Mon.)

9:00	Leave Tokyo Garden Palace
9:30 – 11:00	General session Presentation and evaluation of group works
11:00 – 11:15	Coffee break
11:15 – 12:30	General session Introduction by ACCU of the ideas on "Collection of Model Materials for Neo-Literates in Asia and the Pacific"
12:30 – 14:00	Lunch
14:00	Free (Shopping)
17:15	Leave Tokyo Garden Palace by car
17:50	Arrive at Shinjuku
18:00 – 18:50	Supper given by ACCU
19:00 – 20:30	Theatergoing "ONE EARTH TOUR" by 'KODOU' (Japanese traditional drums performance)

3 December (Tue.)

9:00	Leave Tokyo Garden Palace
9:30 – 10:15	General session 1. Information by ACCU on "Plan of Sending the International Mobile Team of Experts on the Development of Materials for Neo-Literates in Asia and the Pacific" 2. Announcement by ACCU on "ACCU Prizes for Fully Illustrated Literacy Follow-up Materials"
10:15 – 10:30	Coffee break
10:30 – 11:30	General session Adoption of final report
11:30 – 12:00	Closing of the workshop
12:00 – 13:00	Farewell party

ANNEX 3. List of Participants

1. PARTICIPANTS

BANGLADESH

Mr. Habibur Rahman
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2. Dr. Ramabahen Desai
   Director
   State Resource Centre for Adult
   Education (Gujarat Vidyapith)
   Head and Professor of
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   State Resource Centre
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INDONESIA

1. Mrs. J.A. Doko Sudale (Resource person)
   Head
   Section of Learning Material Division
   National Development Centre for Learning Activities
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   Youth Sports
   Ministry of Education and Culture
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2. Mr. Hamzah Nur
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1. Mr. Yusoff bin Ramli (Resource person)
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2. Mr. Mohd. Ashaari bin Ahmad
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Producer/Co-ordinator
Educational Broadcasting Unit
Educational Development Centre
Male
Tel. 2485
Cable: EDPRO

NEPAL

1. Mr. Dil Bahadur Shrestha (Resource person)
   Under Secretary
   Ministry of Education & Culture
   Kaiser Mahal, Kathmandu
   Tel. 2-15045 ex. 21

2. Mr. Mukesh Malla
   Artist
   Ministry of Education & Culture
   Kaiser Mahal, Kathmandu
   Tel. 2-15045 ex. 21

PAPUA NEW GUINEA

1. Mr. Kove Waiko (Resource person)
   Provincial Literary Officer
   E.S.S.U. District Services
   P.O. Box 62, Mendi - SHP.
   Tel. 591274

2. Mr. Simon Savaiko
   Co-ordinator
   Barai Non Formal Education
   Association (ORO - PNG)
   B.N.E.A. Private Mail Bag
   Via Pordndetia Obo

PHILIPPINES

1. Mrs. Rufina Tan (Resource person)
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   Ministry of Education, Culture and Sports (MECS)
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2. Mrs. Gloria Barrientos
   Educational Researcher
   Bureau of Continuing Education
   Ministry of Education, Culture and Sports
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THAILAND

1. Dr. Sawat Tichuen (Resource person)
   Deputy Director
   Central Region Nonformal Education Centre
   Dept. of Nonformal Education
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   Tel. (032) 231326

2. Mr. Rong Thongdadas
   Supervisor
   The Supervisory Unit
   Non-formal Education Department
   Ministry of Education
   Bangkok
   Tel. 2810438

VIET NAM

Mr. Vu Ngoc Binh
Specialist in Adult Education
Research Centre for Complementary Education
Ministry of Education
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2. OBSERVERS

Mr. Nestor Lemana
Executive Director
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3. UNESCO/ROEAP

Mr. T. M. Sakya
Educational Advisor
UNESCO/Regional Office for Education
in Asia and the Pacific

4. LECTURES

Dr. Satoshi Kako
(Illustrator/Designer of Children's books)
Director,
Educational Research Centre
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Kanagawa

Mr. Takeshi Okubo
Senior Researcher
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Chiyoda-ku, Tokyo

Mr. Yoshiyuki Shimauchi
Manager, Editorial Bureau
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Shinjuku-ku, Tokyo

5. Asian Cultural Centre for Unesco (ACCU)

Prof. Naotoshi Fukui
Director-General

Mr. Taichi Sasaoka
Executive Director

Mr. Tetsuhiko Yasui
Director
Book Development Division

Mr. Shinji Tajima
Section Chief,
Book Development Division

Miss Chizu Natori
Book Development Division

ANNEX 4. NATIONAL FOLLOW-UP ACTIVITY PLANS PREPARED BY NATIONAL TEAMS OF PARTICIPANTS IN THE WORKSHOP

BANGLADESH

Introduction

In Bangladesh about 400 Non-Government Organizations with the help of Government agencies are working in this field of non-formal education. Most of these organizations have their own literacy programme. Every year thousands of men and women are being graduated from these programmes. Many organizations are developing follow-up materials for these adults. Some are developing individually and some are through writers workshop. Regional Workshop on Preparation of Follow-up Literacy Materials for the adult neo-literates is a learning process for the participant. So it is a responsibility for the participants arrange such a learning workshop in the respective countries. AJP materials, of course a bridge between nation to nation. By adopting AJP materials with necessary adaptation Bangladesh want to make the effort successful.

In order to make the Third Regional Workshop meaningful, Bangladesh will have following steps of follow-up activities.

1. Comprehensive summary translation of the guidebook ("Guidebook for Development and production of Materials for Neo-Literates")
2. Arrangement of the training workshop for 7 days of the writers and illustrators of different organizations.
3. Adoption and adaptation of 2 titles of materials.
4. Field testing of the AJP materials
5. Production of the materials

In this process it will be tried to involve participants who are working with much efficiently in the field of Functional Literacy.

1. Title:
   a. a Booklet on "Nutritious Food for Healthy Living"
   b. Poster on - Clean House a Happy Home

2. Estimated number of copies:
   a. Booklet – 2,000
   b. Poster – 1,000

3. Adaptation and Adoption:
   Booklet and the poster both will be in Bengali Language with simple vocabulary and the illustration may be changed if it is thought essential. The neo-literate adult men and women of age group 15 to 45 will be the clientele of the materials.

4. Responsible agency and persons:
   a. Organization
      Friends In Village Development Bangladesh (FIVDB)

      The organization developed basic functional literacy primers with different organizations for literacy and awareness building. It has experience of conducting writers workshop for two times and developing many titles of books for the tox library which are being distributed among the neo-literate groups.

   b. Person
      A.N.S. Habibur Rahman, Coordinator, Functional Literacy Programme, FIVDB
      (Mr. Zahir Ahmed, the Executive Director will be the patron)

5. Asistance Sought
   1. From ACCU for 1,000 US Dollar
   2. From National Commission for Unesco, Bnagladesh for convincing the Government
   3. From ROEAP, Bangkok for a study tour of two persons in one country which is successful in Adult Education Programme.

6. Time Frame: – (announcement July 1986)

7. Description of the material:
   - Size and number of pages will remain as original printing
   - Booklet: letter press processing with block of the illustrations
     Poster: – offset

8. Budget

a. Printing of guidebook	BDT	5,000
b. Training		
1. Perdiem 15 persons x TK150x7days		15,750
2. Travelling expenses of the participants		5,000
3. Transportation (local)		2,000
4. Entertainment and training material cost		4,000
c. Printing		
1. Booklet		10,000
2. Poster		5,000
	BDT	– 46,750
	(US Dollar	– 1,558)

9. Utilization of the materials

The materials will be distributed among 10 Leading Organizations who are conducting functional literacy programmes. One month after distribution of the materials, feedbacks will be compiled and an evaluation will be done through random sampling.

CHINA

1. Translating "Guidebook" into Chinese
2. Holding national workshop on the development of neo-literacy materials
3. Printing large numbers of neo-literacy materials (booklet, poster) from ACCU by national publishing administration and free distribution
4. Publishing neo-literacy materials (textbook) by each province

INDIA (Bengal)

Title Material:

Guide Book for development and production of materials for neo-literates.

Estimated No. of copies:

1000 copies

How the materials will be adapted and adopted:

This Guide Book is extremely suitable for developing the technique and method of production of educational materials for the neo-literates in our Region. Without the right kind of technical expertise, these materials cannot serve the purpose for which they are produced. Those who prepare such materials need to know about the objectives of the learning materials, approach to material production, data needed for development and production of such materials, selection of theme and format of materials, procedure for developing materials, utilisation of materials and its evaluation. All these are covered adequately and attractively in the Guide Book. This Guide Book will be translated into Bengali and can also be used by Bengali neo-literates in the neighbouring States of Bihar, Tripura and Assam. Certain alterations need to be made to make them more relevant to our field situation. There will be some alterations in the illustrations also. The translation and adaptation will be done by our Technical Staff. The illustrations will also be done by the Staff Artists. Both the Govt. and the Voluntary Agencies engaged in the field of Adult Education will use these materials and it will also be used in the Workshop for material production.

Responsible Agency & Person.

Agency:

Bengal Social Service League which has been in the field of Adult Education since 1915. It also functions as the State Resource Centre for Adult Education recognised and helped both by the Govt. of India and the State Government. It was given the UNESCO KRUPSKAYA Honourable Mention in 1974 in recognition of its outstanding work in the field of Adult Education.

Responsible Person:

Satyen Maitra, Hony. Secretary, Bengal Social Service League, Calcutta.

Assistance sought from ACCU:

Financial U.S. $1000

Time framed for the Programme:

End of March, 1986.

INDIA (Gujarat)

SRC Gujarat Vidyapith has prepared number of materials for follow-up programme. This workshop is really gives much more benefits to prepare the follow-up materials.

We are also going to adapt the AJP material in our language that is Gujarati. The draft plan is as under:

I. Production of AJP materials

1) Here is a table in which we can find that which materials I want to adapt.

No.	Category	Title	No. of copies	Responsible agency[1] & responsible person[2]
1.	Printed book materials (booklet)	1. Bamboo Handicrafts 2. The Life of Water 3. Baby's Food	5,000 " "	1) SRC Gujarat Vidyapith 2) Director SRC, for Gujarat and
2.	Printed non-book material (posters)	1. Do You Know Numbers? 2. Everyone's Water 3. Tree Planting 4. Home Gardening 5. The River and Us	" " " " "	for Hindi Director, Directorate Adult Education, New Delhi
3.	Electronic media material (slide kit)	1. Water in Everyday Life 2. Balanced Diet for Healthy Living	200 200	"
4.	Games and others	1. Building Up a Happy Community 2. Around Asia and the Pacific 3. Balanced diet	200 200 200	"

2) Timeframe of the programme
December 1985 to July 1986

3) How the materials will be adapted
In workshop we will prepare the prototype materials. Then we will try out them, modify them and then we publish.

II. National training programme

1) Objectives:
to understand the materials produced under AJP programe
to adapt them in Gujarati and Hindi

2) Contents of the training
As it is stated in the table

3) Number of participants and their background
30 participants with the expertise in preparing follow-up programme for Gujarati and Hindi.

4) Venue and date
for Gunarati –
Venue: SRC Gujarat Vidyapith, Ahmedabad
Date: In the end of January 1986
for Hindi –
I have to consult with Director, New Delhi

5) Tentative Programme
The programme will be sent afterwards.

6) Faculty members
4 members will be from SRC G.V. Ahmedabad
4 members will be from Directorate, New Delhi

7) Training materials
Training materials will be the ones which SRC, Directorate and ACCU has preapred.

III. Assistance sought from ACCU/Unesco ROEAP

All the assistance listed as under:
a) Financial
b) Technical
c) Material

INDONESIA

I. INTRODUCTION

Indonesian Government has already been participated in such Regional Workshops on Neo-Literacy Programme by nominated two participants each time since 1983. Finding this developing neo-literate materials programme undertaken by ACCU is very important for ASEAN and South Pacific countries, Ministry of Education and Culture e.g. Director General of Non Formal Education youth and Sports in Indonesia supported this programme very much it means the follow-up activities for adaptation and modification of the materials could be implemented in Indonesia. However it was found that such materials developed through the workshop similar to the type of the supplementary materials for "Paket A Learning Programme" in Indonesia.

II. The objectives

1. To realize the Asian Pacific concepts on neo-literacy materials through such workshop for participating country.

2. To get the feedback on how far is the AJP materials relevant to each participating country.

III. Procedure of follow-up activities

The procedure of follow-up activities according to the usual steps taken for material programme could be as follows:

1. Reporting on the 3rd Regional Workshop production to the Director General of Non-Formal Education Youth and Sports, Ministry of Education and Culture.

2. Team Meeting of preparation of the national workshop for adaptation of materials.

3. Proposing the project design on national workshop on adaptation/modification of AJP Materials to:

   3.1. Director General of NFE, Youth and Sports, Ministry of Education and Culture
   3.2. Unesco ROEAP, Bangkok
   3.3. ACCU, Tokyo
   3.4. Indonesian National Commission for Unesco, Jakarta

4. Efforts on financial assistance from Indonesian Government through Director General of NFE.

5. Correspondence with ACCU and Unesco ROEAP, Bangkok for the implementation of National workshop.

6. Implementation of National workshop.

7. Training and mass-production

8. Distribution/dissemination to the provincial centres for field usage.

IV. Materials which are prioritized to be adapted/modified during the coming national workshop in Indonesia

Consists of materials which are revised during Third Regional Workshop as follows:

1. "A rich life with agricultural cooperatives" (booklet)
2. "Useful and simple knowledge for everyday living" (folder)
3. "Let's wipe out intestinal parasites" (poster)
4. "Let's safely use electricity / Let's be careful around electrizing outdoors" (serial poster)

V. Another alternative

In case of the difficulty in providing additional budget from Indonesian Government (e.g. Director General of NFE) for the national workshop then the activities of adaptation of the AJP materials will go as follows:

* The activities will be taken under a national team in Jakarta that consist of:

  media specialists of 2 National Development Centres for Learning Activities of NFE, Youth and Sports, and some media experts on NFE Programme in Jakarta/West Java.

* The implementation of adaptation could be done as possible as the available budget funded by Unesco ROEAP as well as ACCU.

Some suggestions

1. For the purpose of adaptation of the AJP materials it is suggested the media with the evaluation system for different sociological area of Asian and Pacific Countries designed through the coming regional workshop.

2. ACCU and Unesco ROEAP should take a better consideration of additional budget for the national workshop for such big countries i.e.:

   – India
   – Indonesia

3. Such a regional workshop taken by ACCU-Unesco ROEAP to be considered of taking place in other Asian/Pacific Countries by turn to give a better observation of each Asian/Pacific surroundings especially on the development of literacy programme.

MALAYSIA

I. Production of AJP Materials

1) Title of the materials

   a. A Balanced Diet
   b. Proverb Card Game — games and others
   c. Balanced Diet for Healthy Life (slide kit)

2. Estimated number of copies of each type

   a. Games and others – 500 copies each
   b. Slide kit – 10 sets

3) How the materials will be adapted and adopted

The materials will be adapted in a regional workshops in Sabah and Sarawak. The materials will be used as neo-literate materials in functional literacy classes and home economic classes. Facilities/teachers will undergo special training for utilizing these materials.

4) Responsible agency and responsible person:

   – Community Development Division (KEMAS), Ministry of National and Rural Development, Malaysia
   – Responsible person:
     – Mr. Yusoff Bin Ramli, Director of Community Education

5) Assistance sought from ACCU/ROEAP

   a. Financial — US$1,000 from ACCU
   b. Materials
      i. Slide kits and games
      ii. Guidebooks
      iii. Sample materials from Member States

6) Time frame of the programme

January – March 1986: Planning of workshop
April 1986 Workshop in Sabah
May 1986 Workshop in Sarawak
June 1986 Submission of report to ACCU/ROEAP
July 1986 Training of teachers/facilitators

August/September –
– Printing of AJP and newly developed materials
October/December –
– Try out in Sabah and Sarawak

II. National Training Workshop

1) Objectives and contents of the training

   i. Objectives
      a) Giving technical knowledge in preparing literacy materials to the participants

      b) Adapting and field-testing the materials produced in the course of the workshop by the participants and produced under the Asian Joint Production Programme of Materials for Neo-Literates in Rural Areas (AJP materials).

      c) Compiling a programme at the state level in production of teaching and learning materials.

   ii. Contents
      a) Presentation of technical persons and discussion
      b) Field survey in the villages.
      c) Developing new materials.
      d) Adapting AJP materials.
      e) Pretesting of AJP/newly developed materials.

2) Numbers of participants and their background

30 participants – officers from the local governments, supervisors and facilitators/teachers

   * The number are the same for Sabah and Sarawak

3) Venue and date

April in Sabah
May in Sarawak

4) Tentative programme

(Tentative programme annexed)

5) Faculty members

1. Yusoff Bin Ramli
2. Ashaari Afmad
3. Azumi Ismail
4. Asd. Wabas Din
5. State directors of Sabah/Sarawak

6) Training materials

i. Guidebook
ii. AJP materials (printed and newly developed)
iii. Materials developed in the last national workshop

7) Assistance sought from ACCU/Unesco ROEAP

a. Financial US$1,000
b. Technical (expert service)
   i. 3 resource persons:
      – one from ACCU
      – one from Unesco/ROEAP
      – one from Indonesia
c. Materials
   i. AJP materials as stated above
   ii. Guidebooks
   iii. Samples of materials from other Member States

Tentative Programme of National Training Workshop

1st day

18:00 – 19:30	Registration

2nd day

9:00 – 10:30	Opening ceremony
10:30 – 11:00	Briefing of the workshop
11:00 – 13:00	General session Reports on the experience of participants in making neo-literate materials (1 supervisor of Sabah)
13:30 – 14:30	Lunch
14:30 – 16:30	Presentation on recently adapted AJP materials and new developed materials in the National Workshop in 1985
20:00 – 22:00	Film/Slide presentation on literacy programmes

3rd day

8:30 – 10:30	General session Presentation and discussion on neo-literate materials and basic principles of neo-literate materials development.
11:00 – 13:00	States and steps for developing neo-literate materials (theme and topic selection, format selection, content, planning etc.)
14:30 – 16:30	Stages and steps for producing neo-literate materials (designing, layout, printing, etc.)
20:30 – 22:30	Distribution, utilization, evaluation and feedback of neo-literate materials

4th day

8:30 – 10:30	General session Presentation and discussion – Activities of the ACCU – Adaptation of AJP Materials
11:00 – 13:00	Discussion on AJP materials and method of adaptation
14:30 – 16:30	Visiting to litteracy activities
20:30 – 22:30	Free

5th day

8:30 – 16:30	Group work Visits to villages
20:30 – 22:30	Discussion on the visits

6th day

Whole day	Group work Developing materials

7th day

8:30 – 13:00	Group work

	Developing materials
14:30 – 16:30	Preparing for field-testing
20:30 – 22:30	General session Presentation of group works

8th day

8:30 – 16:30	Group work Field-testing of materials
20:30 – 22:30	Discussion on field-testing

9th day

8:30 – 13:00	General session Reporting on field-testing
14:30 – 16:30	Discussion on field-testing
20:30 – 22:30	Free

10th day

8:30 – 10:30	General session Planning on production of neo-literacy materials at state level
11:00 – 13:00	Planning on neo-literate materials reaching to districts (group work)
14:30 – 16:30	Group work (Continued)
20:30 – 22:30	Report on programme planning

11th day

8:30 – 10:00	Assessment of the workshop Resolutions/recommendations
11:00 – 12:00	Closing ceremony

NEPAL

Mass literacy is one of the main obstacle for development in Nepal. Neo-literates are increasing from formal and non-formal education system. Literacy follow-up materials are highly needed for neo-literates to maintain their literacy skills and to improve their daily life especially in rural areas. In order to produce these materials this proposal is made by the participants as national follow-up activity in Third Regional Workshop on the Preparation of Literacy Follow-up Materials, Tokyo, Japan Nov. 26 – Dec. 3, 1985 organized by Asian Cultural Centre for Unesco, (ACCU) Japan.

Production of Asian Joint Production Programme (AJP) Materials:

The AJP materials are selected for adoption. The selection was made with view of non-availability of materials and relevant to rural situation in Nepal. Last year 5 AJP materials have been adapted and adopted as follows:

Title of Materials	Type	No. of Copies
1. Useful & Simple Knowledge for Everyday Living	Booklet	1,000
2. Improve Life with Agricultural Cooperative	"	1,000
3. A Clean Home is a Happy Home	Poster	1,000

The above materials will be translated in local vernacular i.e. Nepali language with necessary modification in contents and illustrations to make relevant to local situation. Few copies will be produced in order to field test during the National Training Workshop, which is going to conduct in last week of February 1986, with financial and technical assistance from ACCU. Evaluation of field testing will be made during the workshop and further modification will be made with the result of evaluation. Then the materials will be produced and utilized in Non-formal Adult Education Centres. Few copies will be distributed to concerned agencies for information. Beside that those AJP materials which have been already adopted in 1984 will be tested and evaluated during the workshop.

The Ministry of Education and Culture, Adult Education Section will be responsible agency to conduct this National Follow-up Activity and Mr. Dil Bahadur Shrestha, under secretary will be responsible person for this utility.

Proposed assistance from ACCU/UNESCO, ROEAP:

a) Financial assistance US$2,000.00
b) Technical (expost service)
c) Concerned materials

Time Frame: From Feb. – July 1986

PAPUA NEW GUINEA

We thank the ACCU for giving the participants the privilege to submit a draft plan for a follow-up national workshop in our own countries.

Again we thank ACCU for the financial assistance last year for the follow-up national workshop in Papua New Guinea. This year we have decided to run another follow-up national workshop in Popondetta, Papua New Guinea.

Objectives:

1. Translate the materials produced in the ACCU workshop in Tokyo, Japan. The important part is to translate the material already produced ACCU Tokyo, Japan

Number of participants:

The number of participants will be ten (10) trainees and two (2) instructors from the translation department. One (1) illustrator from the publication department, and two (2) resource persons Mr. Kove Waiko and Mr. Simon Savaiko. We have attended the ACCU workshop in Tokyo and we confidently feel that we can run the workshop by ourselves.

Venue

The workshop will be conducted at Itokama Community Centre in the Oro Province for only 1 week. The participants will come from the Barai language area in Popondetta Oro Province. Only the resource person Mr. K. Waiko will come from the Southern Highland Province.

Date

The workshop will be conducted at the Community Centre for one (1) week. The first week of June the participants will translate the materials produced by ACCU in Tokyo. Then the second week of June the teachers from the literacy program will conduct another workshop how to use the materials produced in the national workshop. The funds will be provided by the B.M.E.A program.

Financial Assistance from ACCU

1.	Transport Mr. K. Waiko	170
2.	Food accommodation	370
3.	Materials	200
4.	Allowance	75
5.	Printing	185
	Total amount of money requested from the ACCU for the national workshop	US$1,000

We hope and trust that ACCU will help us kindly in making our suggested national follow-up programme possible to organize.

Through our UNESCO National Commission we could be reached at the following addresses :

Mr. Kove Waiko
Project Office Literacy
Extension Service Support Unit
District Service
Box 62
Mendi S. H. P.

Simon Savaiko
Barai Nonformal Education Association
Itokama, Via Popondetta
Oro Province
Papua New Guinea

PHILIPPINES

Production of AJP Materials

1. Title of the Materials
   - Baby's Food – Booklet
   - Grow Mushrooms – Booklet
   - Public Pollution Inside a Bus – Poster
   - Balanced Diet – Rotating Pie-Graph
   - Use of Gas from Daily Waste – Booklet
2. Estimated Number of Each – 2,000 copies
3. How the Materials will be Adapted and Adopted
   - Translation into Philippino and Major Muslim Dialects
   - Adapting the Illustration to Local Situations
4. Responsible Agency and Responsible Persons

Bureau of Continuing Education
Agency: Ministry of Education, Culture and Sports

Persons:
Dr. Pemigio P. Romulo – Acting Director
Dr. Lourdes Sumagaysay – Asst. Director
Mrs. Rufina Tan – Asst. Superintendent
Mrs. Gloria Barrientos – Educational Researcher
Mr. William Guittap – Artist/Illustrator
2 typists
2 translators

5. Assistance Sought for ACCU/UNESCO ROEAP

   – Financial – US$1,000
   – Materials – Positive films of above listed materials

6. Time Frame of the Program

   April to May, 1986.

THAILAND

I. Rationale:

The terminal objective of Nonformal Education system in any countries is to create lifelong education atmosphere for every human-being. Nonformal education provision in Thailand emphasises three areas of contents and methodoligies. Firstly, the emphasis places on essential or primary knowledge for basic minimum need of life – that is to say, reading and writing, and basic skill in solving daily-life problems. Secondly, training experiences in vocational skills which emphasizes on local vocational skill improvement and the selection of new career in accordance with one's need and appropriateness. Thirdly, the final one, the dissemination of contemporary and desirable information is considered an important stage, hence, emphasized system in Thailand.

In 1985, the Northern Regional Nonformal Education Centre, Lampang, conducted the pilot project on the settlement of "Community Learning and Information Centre". The project based on the idea that if sufficient and effective learning sources provided the villagers would be able to create their own learning atmosphere, therefore, educational experiences could be in existence. According to the follow-up study, learning and information center has become an evidence and source of life-long education thought brought up one main project for those 16 Northern provincial nonformal education centers in 1986.

However, life-long education atmosphere could not be effectively created totally by outside agencies. Unless the community can manage by themselves, the outside agencies could not provide such reading materials. Cultural activities and other educational experiences continuously. Therefore, in order to create life-long education atmosphere successfully, skill training on the production of reading materials and educational leadership for the community leaders and resource persons is quite an indispensable one.

II. Objective and contents of the training

Objective of the training project is to conduct the national training workshop on the production of reading materials for the neo-literates and country people to the librarians, community leaders and provincial resource persons of material production.

The contents of training would be included.

2.1 Chapter by chapter content adapted from guidebook of ACCU's "Guidebook for Development and Production of Materials for Neo-Literates"

2.2 Selection of topics in accordance with identified needs.

2.3 Practical training for materials production.

III. Members of participants and their background

All of those participants and resource persons are from the Province of Lampang and the Department of Nonformal Education, the Ministry of Education, Thailand. With the total number of 30 participants and resource persons, they can be classified as:

1.	Translators	3 persons
2.	Librarians	10 persons
3.	Community educational resource persons	9 persons
4.	Training resource persons	5 persons
5.	Artists	3 persons
		Total 30 persons

IV Venue and Date

The venue will be Northern Region Nonformal Education Center in Lampang. The participants mostly will

be from those countries, normally called Amphur, in Lampang. The workshop will be run about 5 days in March 1986.

V. Tentative Programme of the workshop

First day

8:30 – 9:00	Registration
9:00 – 9:30	Opening of the workshop
9:30 – 10:30	Special Address
10:30 – 10:45	Break
10:45 – 12:00	Importance and Characteristics of Neo-literate Materials
12:00 – 13:30	Lunch
13:30 – 15:00	Theoretical Approach to the Production of Materials for Neo-Literates

Second day

8:30 – 10:00	Selection of Theme and Format of Materials for Neo-Literates
10:00 – 10:15	Break
10:15 – 12:00	Procedure in Developing Materials for Neo-Literates: Printed Book Materials
13:30 – 15:00	Group work: Practice on book production
15:00 – 15:15	Break
15:15 – 17:00	Group work: Practice on book production
19:00 – 21:00	Group work: Practice on book production

Third day

8:30 – 10:00	Procedure in Developing Materials for Neo-Literates: Printed non-book materials
10:00 – 10:15	Break
10:15 – 12:00	Group work: Practice on poster production
12:00 – 13:00	Lunch
13:30 – 15:00	Group work: Practice on poster production (Cont.)
15:00 – 15:15	Break
15:15 – 17:00	Group work: Practice on games and others
19:00 – 21:00	Group work: Practice on games and others (Cont.)

Fourth day

8:30 – 10:00	Administration, Distribution and Utilization of Materials for Neo-Literates
10:00 – 10:15	Break
10:15 – 12:00	Evaluation of Materials for Neo-Literates
12:00 – 13:30	Lunch
13:30 – 15:00	Selection of Existing Materials for Neo-Literates
15:00 – 15:15	Break
15:15 – 17:00	General session: Report on group work

Fifth day

8:30 – 10:00	Adaptation of Final Draft/ report
10:00 – 10:15	Break
10:15 – 11:30	General discussion
11:30 – 12:00	Closing of the Workshop

VI. Training Materials

1. "Guidebook for Development and Production of Materials for Neo-Literates" in Thai publishing
2. Materials and equipments for practicing the production of materials for neo-literates

VII. Assistance sought from ACCU/ Unesco ROEAP

1. "Guidebook for development and Production of materials for Neo-Literates" in English publishing for 10 copies
2. The model materials for neo-literates in Asia and the Pacific booklets, posters and games – as much as possible
3. Financial assistance for US$1,000

VIII. Expected outcome

1. "Guidebook for development and Production of Materials for Neo-Literates of ACCU would have been translated and published in Thai for at least 50 copies.
2. The participants understand the procedure of material production for neo-literates and be skillful in producing such materials.
3. Each participant completes at least one reading material as a follow-up activity.

IX. Evaluation process of the workshop

1. Comparative study on pre-test and post-test scores of the participants.
2. Observation on attendance, interests and participation of participants during the workshop events.
3. Evaluate from the products of participant's practice.
4. Evaluate from the follow-up activity after the workshop (the participant is supposed to produce at least one material after the workshop).
5. Evaluation tour to each county (Amphur) of Lampang by Dr. Sawat Tichuen, since he is the director of Lampang Provincial Nonformal Education Center. He normally has to work closely with those librarians and community resources persons.

X. Responsible organization and responsible persons

Responsible organization is the Department of Nonformal Education, Ministry of Education, Thailand.

Responsible persons are:
1. Mr. Rong Thongdadas
2. Dr. Sawat Tichuen

Proposal for the Production of AJP Materials

I. Title of the Materials

1) Guidebook for Development and Production of materials for Neo-Literates (Translated and Published in Thai Language for reference booklet)

2) Useful and Simple Knowledge for Everyday Living (folder)

3) A Clean Home is a Happy Home (poster)

II. Estimated Number of Copies of Each Type

1) Guidebook for Development and Production of Materials for Neo-Literates — 100 copies

2) Useful and Simple Knowledge for Everyday Living — 1,500 folders

3) A Clean Home is a Happy Home — 1,500 posters

III. How the Materials will be adapted and adopted

1) Guidebook for Development and Production of Materials for Neo-Literates:

1.1 It will be translated by a group of 4–5 translators and get the draft of translated manuscript in Thai Language

1.2 The draft then finished with the pictures by the artists and finally edited

1.3 Published by the printing house

1.4 It is used for any occasions of materials production and any kinds of workshop on materials production for the neo-literates

2) Folder and poster will be prepared by the workshop of 5–8 artists and resource persons. Hence finished, it will be published and disseminated through the public libraries and village reading centres.

IV. Responsible Agency & Responsible Persons

The Department of Nonformal Education, Ministry of Educatin, Thailand by:

1. Dr. Sawat Tichuen
2. Mr. Rong Thongdadas

V. Asistance sought for ACCU/Unesco ROEAP

1) Financial assistance for US$1,000

2) Guidebook for Development and Production of Materials for Neo-Literates 10 copies

3) Folder model on "Useful and Simple Knowledge for Everyday Living" 10 folders

4) Poster model on "A Clean Home is a Happy Home" 5 posters

VI. Time Frame of the Programme

The production of these materials will be completed by March 1986.

VII. Evaluation process for the materials

1. Formal evaluation will be conducted around the Province of Lampang within a counties (Amphur).

2. Informal observation and interview, then analysed, will be conducted around the 16 Northern Nonformal Education Provincial Centres.

VIET NAM

1. Objectives and contents of the training

The objectives of the workshop will be to provide training experiences, theories and practices concerning the neo-literate materials relevant to the needs of the rural people to participants in:

- developing neo-literate materials
- the production of neo-literate materials, including design and illustration
- the distribution and utilization of neo-literate materials

2. Participation:

The workshop will be organized by the Research Centre for Complementary Education Reform in cooperation with the Department of Complementary Education (Ministry of Education). 50 participants will be invited from:

- Research Centre for Complementary Education Reform 23
- Department of Complementary Education 15
- Education Publishing House 5
- Education Services of Hanoi City, Harpl City, Thaibine province, Harp province, Ha Province, Harth province, Ha province (one for each) 7

Total 50

All the participants are college graduates and now directly involved in the development, production, distribution and utilization of neo-literate materials in the country, particularly, for rural areas (writers, illustrators, designers, editors, planners . . . of neo-literate materials).

3. Venue and date

In 10 days in May in Hanoi (Viet Nam)

4. Training materials

- Lectures, reports presented by resource persons, advisors
- "Guidebook for Development and Production of Materials for Neo-literates" (ACCU) – translated version.
- All the learning materials for neo-literates produced by ACCU in cooperation with the country in Asia and the Pacific (for introduction and reference).

5. Responsible persons and faculty members

* Responsible persons:
  - Mr. Nguyen Van Luong, Director of the Research Centre for Complementary Education Reform (Ministry of Education)
  - Mr. Vu Ngoc Binh programme officer for ACCU (secretary and co-ordinator of the workshop)

* Faculty members:
  - 2 Vietnamese resource persons
  - 2 international advisors (from ACCU)

6. Assistance from ACCU

It is requested that ACCU would grant its financial assistance (US$1,500) and technical assistance (2 international advisors) to the workshop – publish the Final Report (in English) for distribution among other countries in the region.

- provide the AJP neo-literate materials (5 for each) as samples for introduction and reference in the workshop

Outline for Preparation of National Follow-up Activity Plans

ACCU is prepared to make, in co-operation with Unesco ROEAP, financial assistance to national follow-up activities planned and to be executed by participating countries. The projects to which financial assistance may be provided will be selected in accordance with the following guideline:

I. Eligible projects:

Among the national follow-up activity plans to be submitted by the country teams during the present Workshop, the projects which are planned and executed under the following two lines are eligible:

(1) Mass production for local use of the Asian/Pacific Joint Production Programme (AJP) materials so far developed, either with translation/modification or as they are.

(2) Organization of a national training workshop on the preparation of literacy follow-up materials, where the AJP materials, including "Guidebook for Development and Production of Materials for Neo-Literates" are used as a part of working documents.

II. Amount of assistance:

A maximum of US$1,000 per project and per country. In addition, in the case of I. (1) above, ACCU will, upon request, lend out free of charge the positive films of illustrations for printing.

III. Selection and endorsement:

(1) After the present Workshop, ACCU will, in consultation with Unesco ROEAP, make a selection of the recipients.

(2) ACCU will then obtain endorsement from the National Commissions for Unesco concerned and conclude contract with the Commissions for execution of the Projects.

IV. Schedule of Execution:

- Notification to the recipients:
  End of January 1986
- Completion of selected projects:
  End of July 1986
- Submission of report to ACCU-
  End of August 1986

V. Contents of national follow-up activity:

(1) Production of AJP Materials
  1. Title of the materials
  2. Estimated number of copies of each type
  3. How the materials will be adapted and adopted
  4. Responsible agency and responsible person
  5. Assistance sought for ACCU/Unesco ROEAP
     a) Financial
     b) Technical (Experts service)
     c) Materials (positive film etc., documents)
  6. Time frame of the programme

(2) National Training Workshop
  1. Objectives and contents of the training
  2. Number of participants and their background
  3. Venue and date
  4. Tentative programme of the Workshop
  5. Faculty member
  6. Training materials
  7. Assistance sought from ACCU/Unesco ROEAP
     a) Financial
     b) Technical (Experts service)
     c) Materials (documents)

APPENDIX

1. Opening Address
by
Mr. Toshiyuki Hattori
Acting President
Asian Cultural Centre for Unesco

Mr. T. M. Sakya, Representative of Unesco,
Mr. Nishizaki, Deputy Director–General, Minister's Secretariat,
Ministry of Education, Science and Culture of Japan,
Distinguished guests, Distinguished participants, Ladies and gentlemen,

It is my great pleasure and honor, on behalf of the Asian Cultural Centre for Unesco, to say a few words at this opening session of the Third Regional Workshop on the Preparation of Literacy Follow-up Materials in Asia and the Pacific.

First of all, I should like to extend my cordial welcome to the experts from abroad, who have come all the way to attend this workshop. Particularly my gratitude goes to Mr. T. M. Sakya, Educational Advisor at the Unesco Regional Office for Education in Asia and the Pacific who is attending this workshop as an advisor to the workshop in spite of his very tight schedule.

The Asian Cultural Centre for Unesco, since its foundation in 1971, has been carrying out various kinds of regional joint programmes in the fields of book development and cultural promotion in close collaboration with Unesco and the Unesco Member States in Asian and the Pacific region. Especially, ACCU is putting emphasis on such regional joint programmes as co-publication of books for children, promotion of international compaines for safe-guarding of cultural heritages in the region, and co-production of LP records/cassette tapes on Asian /Pacific music and of cultural kits, thereby contributing to the introduction of Asian culture as well as to the promotion of mutual understanding among the participating countries in this region.

Based on these experiences, ACCU started in 1979 the new programme of Asian/Pacific Joint Production of Materials for Neo-Literates in Rural Areas (AJP Programme). It is needless to say that literacy education is presenting an extremely important problem in this region, and the production of appropriate, useful and attractive materials is playing such a great role in literacy education.

It is our great pleasure that ACCU has been able, with the encouragement and support from Unesco and through the active participation and co-operation of the Member States, to implement this programme of producing materials for neo-literates, based on our experiences gained through various joint-production programmes.

As mentioned in the General Information, the objective of the workshop is to contribute to the elevation of expertise of the participants through practical training in the production of neo-literate materials during the course of the workshop.

The First Regional Workshop was organized in Japan and in Laguna, Philippines in 1983, and the Second Workshop in Chiangmai, Thailand in 1984, with the co-operation of the Ministry of Education of each country, both bringing forth many fruitful outcomes. As follow-up activities by ACCU to these workshops, three draft materials from the First Workshop and four draft materials from the Second Workshop both developed by the participants were revised and produced as prototype materials which were included and adopted in AJP Materials for wide distribution to the concerned circles in this region.

In the first and the second workshops, ACCU received many suggestive and constructive recommendations from the participants for further development of this programme, and ACCU has since been studying the possibilities of realizing these recommendations.

I am very happy to inform you that, on this occasion of the third regional workshop, ACCU could realize three recommendations from among so many of them. They are; the publication of "Guidebook on the Development and Production of Materials for Neo-Literates", the launching of the scheme of "ACCU Prizes for Fully Illustrated Literacy Follow-up Materials" and the sending of "International Mobile Team of Experts on the Development of Materials for Neo-Literates".

As the workshop is held in Japan this time, I hope that the participants could exchange views and experiences among each other and, in particular with Japanese experts about contents and formats of effective materials and also get some new ideas from the visit to a Japanese agricultural co-operatives and other rural development concerned organizations in Japan.

Although we are now in the coldest season of winter here in Japan, I sincerely hope all the partici-

pants, are safe from the coldness of weather and I expect very much you enthusiastic participation in the workshop in warm and friendly atmosphere.

We are planning to have a small trip to Hakone resort area towards the end of this week, and I hope that, the participants would enjoy natural beauty and warm heartedness of people in rural areas of Japan.

In the end, may I take this opportunity to express my heartfelt gratitude to the Unesco Regional Office for Education in Asia and the Pacific and the Japanese National Commission for Unesco for their kind encouragement, technical and financial assistance and co-operation in carrying out this workshop.

Thank you very much.

2. Welcome Address

by

Mr. Nobuo Nishizaki

Deputy Director-General, Minister's Secretariat

Ministry of Education, Science and Culture

Ladies and gentlemen,

It is my great pleasure and honour to say a few words of greeting on behalf of the Japanese National Commission for Unesco at the opening of the Third Regional Workshop on the Preparation of Literacy Follow-up Materials in Asia and the Pacific.

Also, I should like to extend my hearty welcome to Mr. T. M. Sakya, representative of Unesco and the participating experts from eleven countries in Asian and Pacific region.

In the light of the vital importance of literacy in the region, the Asian Cultural Centre for Unesco is exerting its considerable efforts for the Asian/Pacific Joint Production Programme of Materials for Neo-Literates in Rural Areas in recent years. I am very pleased to say that the Japanese National Commission for Unesco is rendering its support and co-operation to ACCU for the development of this programme.

ACCU has been highly appreciated in the region for engaging in the development of various types of literacy materials which aimed at contributing to the improvement of the quality of life of rural neo-literates.

In the Fifth Regional Conference of Ministers of Education and Those Responsible for Economic Planning in Asia and the Pacific recently organized in Bangkok, the AJP programme was also very highly evaluated, and I believe with pleasure that this is because of the increasing awareness among the countries in the region on the importance of producing good quality materials in literacy education.

Literacy is one of the fundamental props of a nation's development and the achievement of literacy is the common goal for every country in the region. For the achievement of this goal, I think, production of concrete learning and teaching materials incorporating various experiences and knowledge of the participating countries has a very significant meaning.

A series of regional workshop organized by ACCU for providing training experiences for the experts on literacy materials development, i.e. its first workshop organized in Laguna, Philippines and the second one in Chiangmai, Thailand, has brought forth a lot of fruitful outcomes.

This third regional workshop aims at, based on the results of the follow-up activities by the participant countries of the first and second workshops, developing new materials for neo-literates with the study visits to a Japanese agricultural co-operatives and a publishing house of magazines for rural areas of Japan.

May I add that both the Ministry of Education, Science and Culture and the Japanese National Commission for Unesco are expecting fruitful outcomes of the workshop and are prepared to continue to give support to ACCU's programmes of this kind. I sincerely should like to wish success of the workshop by the active participation of all the participants.

Although your stay in Japan is very short, I hope you will enjoy the small trip to outside Tokyo scheduled in this week-end, and spend useful and pleasant time during the workshop.

Thank you very much.

3. Address
by
Mr. T. M. Sakya, Educational Advisor
Unesco ROEAP

Mr. Hattori, Mr. Nishizaki, Mr. Sasaoka,
Distinguished participants from different countries
in Asia and the Pacific

It is a matter of great pleasure to have this opportunity once again to be present in the opening ceremony of the Third Regional Workshop on the Preparation of Literacy Follow-up Materials in Asia and the Pacific organized by ACCU in cooperation with Unesco.

First of all, I am glad to convey a message of greetings and best wishes for the success of the workshop from the Director-General of Unesco, Mr. A.M. M'Bow and from Mr. A. Chiba, Acting Director of the Unesco Regional Office in Asia and the Pacific. Mr. Chiba wanted to attend this opening session himself very much but due to his urgent works in the office, he could not do so.

As you all know, Asia and the Pacific has 63 percent of the world population, of which 36.3 percent are still illiterate in 1985. In terms of absolute number, it is a very staggering figure, i.e. 618 milliion. The developing countries of the region now are realizing that they have to make their people literate and make them able to learn better ways for living and producing more by themselves. That is why all the countries are making primary education available for all children and literacy and post literacy programme for all the youths and adults.

The Regional Minister of Education Meeting held in Bangkok in March 1985 had strongly recommended to Unesco to launch a Regional Project to eradicate illiteracy and to provide continuing education by the year 2000. This proposal was already approved by the Unesco General Conference held recently (i.e. Oct/Nov 1985) in Sofia. The Regional Project will be launched from 1986.

In order to eradicate illiteracy and to provide continuing education, learning materials are the backbone. Therefore this workshop on the "Preparation of Literacy Follow-up Materials" is a very important activity under the Regional Project.

Unesco is very thankful to the Government of Japan and ACCU for cooperating with Unesco to organize the Regional Workshop series on Literacy follow-up Materials Development which started in 1983.

The national follow-up programme organized by each participating countries after the Regional Workshop have helped to disseminate the effect of the Regional Workshop all over in Asia and the Pacific region.

From the available information, it is quite obvious that this activity of Literacy Follow-up Materials Development has been a quite successful programme. There is need for more programme in the years to come to eradicate illiteracy and to provide continuing education for development of the region.

From the Unesco side we hope Unesco and ACCU could continue to cooperate in organizing the Regional and National Workshops in future.

Once again I would like to thank ACCU and all the participants for making the workshop a reality.